



**OFFICE OF
JUVENILE JUSTICE
LAMOD
STAFF MANUAL
THIRD EDITION
September 2010**

TABLE OF CONTENTS

I.	Introduction	4
	a. Vision and Mission	4
	b. Guiding Principles	4
	c. We Value; We Believe	5
	d. Purpose of Manual	6
II.	Definitions	7-9
III.	LAMOD Overview	10
IV.	Why We Practice Unit Management	11,12
V.	Youth Rights	13,14
VI.	Phases of Group Development	15-18
VII.	Youth Stages of Development	19-23
VIII.	Stage Review Schedule	24,25
IX.	Staff Responsibilities By Stage	26
X.	Incentives	27
XI.	Daily Expectations for Youth	28
	a. Line Expectations	28
	b. Morning Expectations	29
	c. Clean Up Expectations	30
	d. Laundry Expectations	31
	e. Shower Expectations	32
	f. Meal Expectations	33
	g. School Expectations	34
	h. Quiet Time Expectations	35
	i. Free Time Expectations	35
	j. Personal Time Expectations	36
	k. Journaling Expectations	36,37
	l. Bed Time Expectations	37
	m. Weekly Wrap Up Expectations	38
	n. Visiting Expectations	39

o. Expectations for Telephone Calls	40
p. Mail Call Expectations	41
q. Radio Usage Expectations	41
r. Television Expectations	42
s. Borrowing, Gambling and Lending Not Allowed	42
t. Clothing Expectations	43
u. Off Campus Trips	43, 44
XII. Mentor	45
XIII. Process Elements	46-49
XV. Conduct Code	50-69
XVI. Special Needs Youth; Suggested Accommodations	70-72
XVIII. Final Thoughts	73
XIX. Appendix A	74
a. Core Issues	75,76
XX. Appendix B	77
a. Youth Stage Petition	78
b. Team Meeting Stage Consideration Worksheet	79,80
c. Group Meeting Template	81-84
d. LAMOD Weekly Group Assessment Form	85-87
e. Youth Daily Activity Sheet	88
f. Team Meeting Template	89-93
g. Group Leader Team Meeting Preparation Form	94
h. Group Leader Team Meeting Minutes	95-100
i. Staff Input and Assessment Form	101,102
j. Senior Team Meeting Template	103-106
k. Circle-Up Template	107-110
l. Check-In Template	111,112
m. Youth Orientation Template	113-115
n. Mentor Template	116,117
o. Shadowing Template	118,119

INTRODUCTION

Welcome to the Office of Juvenile Justice. This Office is responsible for youth who have been committed to our care through the court system. We rely on the Vision and Mission of the agency to make centered, thoughtful decisions for our youth.

Mission:

The Office of Juvenile Justice protects the public by providing safe and effective individualized services to youth, who will become productive, law-abiding citizens.

Vision:

The Office of Juvenile Justice is a quality system of care which embraces partnerships with families, communities and stakeholders to assist youth in redirecting their lives toward responsible citizenship.

Guiding Principles:

Honesty	To be honest; do everything with integrity.
Achievement	To be outcome-oriented in achieving results consistent with our mission.
Versatility	To value, promote and support diversity and cultural competence.
Ethical	To be ethical; to do the right thing, both legally and morally.
Focused	To be focused on empowering people to succeed.
Accountable	To be accountable for the effective and efficient management of resources.
Informed	To be informed and guided in our decisions by appropriate and valid data.
Team Work	To be an effective and efficient team of professionals.
Harmonious	To be inclusive – involve all parties, both external and internal, who need to be part of the process.

HAVE FAITH: Together we help change lives.

Each and every decision made by OJJ is based on our mission and guiding principles. Decisions are made in the best interest of the youth in our care. OJJ is dedicated to consistent provision of services to youth and families, assisting youth in setting goals, making healthy choices, building positive relationships and creating enrichment opportunities for self-growth. OJJ encourages and promotes a positive environment for youth to grow, learn, develop and become self-reliant.

We Value:

- The commitment, expertise and professionalism of our staff.*
- The continued safety and care of the youth and the public of Louisiana.*
- The families, the community, and other partnerships that instill productive and positive changes in our youth.*

We Believe:

- All youth are unique, valuable individuals who are worthy of respect and kindness.*
- All youth are capable of learning and making healthy decisions.*
- All youth should have a safe environment in which to live, grow and learn.*

We recognize that the stages, descriptions, and activities outlined in the plan will be individualized to each youth and his or her level of development. We will provide a safe learning environment that will assist the youth in managing their behavior. This system will provide leadership skills to effect changes in youth by teaching them responsibility and commitment to make positive choices, which will lead to legitimate pathways in their progression to adulthood. The youth will learn how to use their past experiences as a way to achieve their goals. LAMOD will allow each youth to experience their successes while learning from their mistakes.

PURPOSE OF STAFF MANUAL

What is this Manual?

- This manual is for you to read and use during your time spent working with the youth.
- This manual will help you succeed in establishing positive relationships with youth and other staff.
- This manual has information about LAMOD, which is the therapeutic treatment model used at all OJJ secure care facilities.
- There is information in this manual to assist you in helping youth with their treatment and answering any questions they may have.

We Believe You Are...

- capable of helping youth make positive change.
- here because you have the heart and necessary skills to aid youth in their choices.
- here to help youth find better ways to deal with issues in their lives, not to judge their past behavior.
- here to give youth a safe place to learn and use new skills.

Definitions:

504 Student – A student with a disability who has a mental or physical impairment which substantially limits one or more of their major life activities. Examples include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, learning, and working. Special accommodations to the student's program are required. A 504 accommodation plan is designed for each student according to the individual need.

Affirmation – A positive statement used to empower.

Assistant Group Leader – An identified staff member who will assist in the coordination of the treatment process in the dorm, supervise staff assigned to the unit, participate in multidisciplinary staffings, facilitate groups, facilitate team meetings, and coordinate other services as deemed necessary to meet the needs of the youth. In addition, other daily duties will be delegated and/or assigned by the group leader.

Attention Deficit Hyperactivity Disorder (ADHD) – A biologically based condition which first appears in childhood and may continue into adolescence and adulthood. There are three types of ADHD (Inattentive, Hyperactive-Impulsive, and Combined). To be diagnosed with ADHD, a youth's symptoms must be out of the normal range for their age and development.

Check In – A simple process that takes place several times a day. The staff uses a check-in to assess the well-being of youth and the climate on the dorm.

Circle Up – A spontaneous event that is used on a regular basis that gives the group a safe way to have important discussions as the need arises. A circle can be called by either youth or staff.

Cool Down Area – A designated space where a youth is allowed to “cool off” for fifteen to sixty minutes.

Core Issues - Interpersonal problems that have been identified based on a youth's history and needs.

Exceptional Student – Any child with physical, mental, emotional, social, or learning problems that requires special instruction to take full advantage of educational programs. Students identified as gifted or talented are also included within this definition.

Facility Case Manager – An identified staff member who will provide case management services to include completion of an updated IIP, monthly assessments, summary of staffing form, progress reports, determine custody level and the level of risk of the youth, and counsel the youth individually and in group. The facility case manager may represent the agency in court and provide any other services deemed necessary to meet the needs of the youth.

Genogram - A visual format for drawing a family tree which includes information about intergenerational relationships, complexities of family relationships in addition to information on psychosocial and health status of family members.

Group Leader – An identified staff member who will oversee the treatment process and the safety and security in the dorm, supervise staff assigned to the unit, participate in multidisciplinary staffings, facilitate groups, facilitate team meetings, and coordinate other services as deemed necessary to meet the needs of the youth.

Group Meeting – A key component of the LAMOD process that enables the youth and staff to come together in a safe and therapeutic environment. During this process, the youth will share information and address issues that are important to the group and assist them in making better decisions in the future.

Individualized Intervention Plan (IIP) – A plan of action that focuses on meeting a youth's assessed treatment needs. The IIP specifies core issues, goals and objectives, and the methods used to attain them, including the roles of the youth and staff.

Juvenile Justice Specialists – engages and supervises youth in all daily activities to ensure their safety and the safety of others; acts as a role model facilitating appropriate communication by helping youth to develop suitable problem solving and conflict resolution skills through role modeling and group processes.

LAMOD – A philosophical approach to how we engage, work with and treat youth, staff, families and communities. One of our core principles is the group treatment process.

Lifeline – A therapeutic tool used to map out significant events that occurred in a youth's life from birth to present.

Mentor - A person who speaks on behalf of a youth and looks out for his best interests. The purpose of the mentor is to provide a healthy positive relationship between a staff member and a youth.

Multidisciplinary Team – A team that consists of a group leader, assistant group leader, one of the youth's teachers (who must be the special education teacher if the youth is receiving special education services), a mental health professional (contracted mental health provider) providing individualized services to the youth, a member of the medical staff who is familiar with the youth's medical care if the youth is receiving on-going medical treatment (e.g., for chronic health care needs), designated Juvenile Justice Specialist, specialized program representative when appropriate, Service Coordinator, parent, mentor, probation officer, and any other discipline as deemed necessary.

School Building Level Committee (SBLC) – A decision making group that meets on a scheduled basis to problem solve concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school due to academic and/or behavior problems.

Senior Team Meeting – A meeting conducted weekly by the facility administration to monitor the LAMOD group treatment process, to address staff issues and concerns, to assess the development of the treatment teams and to promote staff development.

Probation and Parole Officer – A staff assigned to a youth both pre and post disposition. The Probation and Parole Officer will provide case management services in accordance with need

assessments, as well as monitor, facilitate and participate in services provided by ancillary staff while the youth is in the custody or supervision of the Office of Juvenile Justice.

Special School District (SSD) – Established by the Louisiana State Legislature to provide education to students housed in state facilities and hospitals. SSD, under the direction of the Department of Education (DOE) and the Board of Elementary and Secondary Education (BESE) oversees the educational programs for eligible students at OJJ's secure care facilities.

Team Meeting – A meeting conducted weekly by the staff assigned to the unit to assess the development of the group and the individual youth, review a youth's progress and readiness to advance in LAMOD, plan out treatment strategies for the week, and promote staff development and discuss staff issues.

Thinking for a Change (T4C) – An evidence based cognitive behavioral program which incorporates both cognitive restructuring and social skills interventions.

Values – A set of beliefs, ideas and attitudes of a person or social group.

Weekly LAMOD Assessment Meeting - Meeting facilitated by the LAMOD Coordinator to provide feedback to the Director, Deputy Director, Group Leader, and Asst. Group Leader relative to the findings of his/her weekly assessment/audits of the LAMOD Processes for a particular housing unit.

LAMOD OVERVIEW

This manual is to assist you in implementing LAMOD for the youth placed in our care. It is a resource for you to either revisit information, answer questions, or to access materials you may wish to use or duplicate. LAMOD provides the structure and environment for programs to operate effectively. If you implement the programs as they are designed, you will find your job easier to accomplish, with more self-satisfaction and more productive interactions with the youth in both individual and group settings.

As staff of a youth secure facility, you need to reflect upon your own feelings, attitudes, and beliefs about the youth placed in our care. We believe that youth, even those who have committed serious crimes, are inherently good and capable of change.

This document will help you to understand the expectations that we have set for youth for various activities. It is important that the expectations for each activity are clearly defined and understood before the activity occurs.

You have the important responsibility of ensuring that we provide a safe and secure environment for youth to grow and develop. Your role is to provide supervision, guidance and direction to the youth. Your job is to learn the best practices available and implement these practices with the youth in your care.

Through the implementation of these practices, you will help the youth make a positive transition back into the community. LAMOD empowers you with effective strategies to intervene in the lives of youth. How you interact with youth will make a significant impact in their lives. As such, your ability to provide them with a caring, concerned, yet firm adult role model will go a long way to impact their attitudes, beliefs, and core values.

Why We Practice Unit Management

As an employee of OJJ in a secure facility, you will be assigned to work in a housing unit. Within this housing unit, you will be working with a team of individuals to promote the rehabilitative needs of the youth. Other staff members you will be working with will include other Juvenile Justice Specialist and social services staff. You will also meet with other professionals at quarterly staff meetings or multidisciplinary staff meetings to discuss the progress of the youth to include medical, mental health, educators, and rehabilitation therapists.

You will be part of a team lead by a Group Leader and an Assistant Group Leader and other supervisory staff in their absence. Once a week, you will attend a team meeting with your Group Leader and co-workers to discuss the youth's schedule and the progress of each youth in the unit (See Team Meeting Template in Appendix B). You will also discuss any other programmatic issues that the team needs to work through. You will prepare for this meeting by completing a Staff Input and Assessment Form prior to the meeting (see form in Appendix B). Your Group Leader will also prepare for the meeting (see Group Leader Team Meeting Form in Appendix B) and will record minutes of every meeting (See Group Leader Team Meeting Minutes Form in Appendix B).

Your Group Leader will report directly to the Director of the Facility or his/her designee. He/she in turn will meet with the Director weekly in a Senior Team meeting (See Senior Team Meeting Template in Appendix B) to pass along any concerns or issues that your team needs to have discussed with the Director.

Youth are kept in one area with consistent staff. This creates positive staff and youth relationships. Although you may rotate among other shifts, this rotation should occur within one unit. You should have an opportunity to meet with these other staff members during weekly team meetings. This will increase staff communication and help you pass on valuable information about youth to other team members. It is recommended that youth remain in one housing unit for their entire stay if possible, unless they have a need that dictates they be moved to obtain treatment or care that cannot be provided on their assigned housing unit.

The type of arrangement described above is called Unit Management. Unit Management incorporates the team approach to facility management and promotes cooperation that is more likely to occur in small groups. This type of management also helps to decentralize and delegate authority in a more effective manner. Unit Management relies on continuous communication among staff and between the staff and youth on the unit. The youth and staff follow all procedures dictated by policy and post orders, but also develop further agreed upon norms and expectations. The staff reinforces these policies, post orders,

and expectations. As the youth group progresses in their development, the goal is for them to begin reinforcing these expectations amongst themselves under the direction of the staff. You will be learning about the stages of group development in the manual and in the LAMOD training you will receive during orientation. During your LAMOD training you will also have the opportunity to shadow other experienced staff in their jobs before you start working on your assigned housing unit (See Shadowing Template in Appendix B).

It is not only important for you to understand why we practice unit management, it is also important for you to understand that the youth under your care have certain rights. YOUTH RIGHTS are things that youth in our care are entitled to have. It is important that both staff and youth are aware of not only their rights, but also their responsibilities.

YOUTH RIGHTS

Youth have the right to:

1. **Equal treatment** without discrimination because of race, sex, language, religion, sexual orientation, national origin, political views, physical, mental, or other disability.
2. **Communicate openly, appropriately and respectfully** as long as it does not interfere with the safety and operation of the facility;
3. **Practice their faith** and participate in religious services and religious counseling on a voluntary basis unless a particular practice threatens the safety and order of the facility;
 - Youth will not be REQUIRED to participate in any religious activity. These activities are voluntary.
4. **Be free from corporal punishment, physical or psychological abuse;**
 - The Investigative Service's hotline is available at all times for youth to report any claims of abuse. Youth may also report claims of abuse to any staff member.
5. **Have visitors consistent with agency and/or facility rules;**
 - Visitors are allowed only at certain times and in certain places.
 - Youth have the right to refuse to see visitors.
6. **Send and receive mail and use the telephone;**
 - Mail includes letters, packages, pictures and publications.
7. **Medical, mental health and dental care;**
8. **Due process in Conduct Code and other proceedings;**
9. **Daily exercise and structured recreation;**
10. **Adequate food, clothing and shelter;**
11. **Talk to their lawyer** in private at any reasonable time;
12. **Be informed of the rules**, procedures, and schedules of the facility in which they reside;
13. **Be treated fairly** when decisions are made about them;
14. **File complaints** through the Administrative Remedy Process (**ARP**); to have their complaints answered in a fair and timely manner; and to be free from punishment or mistreatment for filing a complaint;
15. **Have their records kept confidential;**

16. Personal possessions;

- Youth will be given the opportunity to earn the privilege of having limited personal possessions that are not dangerous to them or to others and do not disrupt programs or activities.

17. An education;

- *Youth will be enrolled in one or more of the following programs:*
 - *Academic/GED Preparation; and/or*
 - *Vocational Education Classes*

Once youth have completed their GED or received a high school diploma, they may still be able to enroll in vocational education classes. In addition, youth may be able to enroll in college correspondence courses.

PHASES OF GROUP DEVELOPMENT and LAMOD YOUTH STAGES

DESCRIPTION OF BEHAVIOR AND ACTIVITIES

The following **phases of group development** and LAMOD youth stages are meant to be guidelines for behavior. In addition to these guidelines, you must take into account the cognitive, emotional, and behavioral abilities of the youth. These factors should be taken into consideration as the youth works toward stage advancement. In other words, some youth may not have the capacity to achieve behaviors as described and may require accommodations to earn advancement.

We desire youth to join in productive, positive therapeutic groups as part of their stay with us. Their participation in a pro-social group is one of our greatest tools for helping them change their lives for the better. When the group of youth shares positive influence, direction, and encouragement with one another, the youth become a partner in the change process with staff.

As a therapeutic group is formed, each individual youth, as well as the dynamics of the entire group, will transition through phases with observable characteristics. As a staff member working with the youth, you will need to be aware of these naturally occurring phases and help the groups work through them safely. The strength and ability of the group will improve as the members advance in phases.

The phases of group development are Forming, Storming, Norming, Performing, and Adjourning. You will be trained in more detail about these phases, and you are expected to recognize them and adjust your leadership style to meet the needs of the group.

Skills learned at one phase need to be maintained as youth progress through all phases.

The FORMING phase of group development:

As new groups are formed or members are added to existing groups, the FORMING phase occurs. As members are brought together there is understandable anxiety about fitting in and being able to work with the group. Many youth are shy, withdrawn, or put up a false front to protect themselves. Youth will often hold back until they know each other better. They are guarded with their comments. No one is exactly sure how he fits into the group. There will be over-dependence on the leader (staff or youth leader). Members of the group at this phase want to be given clear instructions, expectations, and rules.

When facilitating a new group, or adding a new member to the group, you need to be especially friendly, open, and optimistic to help ease anxiety. Make sure you are clear about instructions, expectations and rules, and help the group take part in owning the rules and expectations. Facilitate ice-breakers that create comfort and encourage disclosure. Be encouraging and empowering. Provide structure for the group to interact. Manage participation so that everyone is included. Teach decision-making and effective behaviors. You will need to be highly directive as the group facilitator during this phase.

The STORMING phase of group development:

Storming is a normal and expected phase of group development. In this phase, group members experience a difference between their initial ideas about working together in a group, and the realities of working with others. Storming is increased by interpersonal conflict between two or more group members, ineffective leadership, problems understanding treatment goals, and problems with rules or expectations. During the storming phase it's common for group members to feel dissatisfied with their dependence on someone else's authority, most often the group leader's. Don't take this personally, as it is normal. It is not unusual for members to challenge or even reject the leader, and the group at this phase. Power struggles may also take place among members who may be competing for authority.

Storming is the most difficult phase to facilitate because feelings and tensions are running high. Be careful in handling situations that may arise. Storming demands a high degree of assertiveness from staff. Stay calm! Create an environment in which people can safely express their feelings and concerns. Point out to the group that there is conflict that needs to be addressed, and CAN BE addressed. Help the members identify the issues and solve them together. Invite input and feedback. Intervene quickly to address aggressive, unsafe behavior. Assertively referee heated discussions. Train members in group skills

(group problem solving vs. individual problem solving). Facilitate communication. **DO NOT IGNORE THE PROBLEMS THAT ARISE.** As the group facilitator you will still need to remain highly directive and also provide high support to the group during this phase.

The NORMING phase of group development:

Norming is a transitional step toward the most productive step yet to come. The group is starting to look like a team. In norming, the group confronts its problems and resolves them. The agreed upon resolutions become the new norms (customs/standards) for the group. During norming, members of the group face their issues, accept feedback and take action. This results in improved group performance.

If you taught the group how to give and receive feedback in the storming phase, you will really enjoy the product of your hard work during these final phases. In the norming phase you can be much more neutral and rely mostly on your delegating and coaching skills from the sidelines. The group members are able to take much more responsibility at this point. You should continue to encourage problem identification and problem solving. Invite the group to give input and feedback. Offer skills training and support to group members. Support members while they make improvements (i.e. shaping). Share more of the “power” of leading the group with the youth. Mediate personal clashes as they arise. Coach and counsel individuals. Encourage others to take on specific leadership roles and tasks. During this phase the youth should be self motivated and able to give themselves direction in following the expectations and rules, and you do not need to be as highly directive.

The PERFORMING phase of group development:

If NORMING was managed successfully, the group should enter into a period of improved performance. By this phase, conflicts have largely been resolved between group members. Group members are ready to focus on their work without distraction. Everyone wins here. Productivity increases and so does morale.

In PERFORMING groups everyone shares power by rotating leadership roles. The staff, as the “official leader” is treated as a valued member of the group. Everyone behaves in a supportive way. All members take turns facilitating. The group evaluates and corrects continuously. Members feel committed and bonded. Decisions made are typically high-quality. Time and resources are used

efficiently. Conflicts are seen as constructive debates and opportunities to learn, rarely getting heated or aggressive.

The staff will find that the easiest group of youth to manage is a high-performance group because the members have learned to manage their own conflict, and have developed interpersonal skills. But that doesn't mean your job is over. You will still need to collaborate with the group and get their input, share facilitation duties, offer expertise and skills to the team as needed, help the team reward and celebrate success, and offer to observe and give feedback to further improve the group and their teamwork!

The ADJOURNING phase of group development:

This is a time of mixed emotions. Youth and staff are excited about the progress made both individually and as a group. They will also experience concern and anxiety about letting go and the changes to come. Many youth may even display problem behaviors described in earlier phases to try and communicate that they are not really ready to let go and move on from the group. The group and the staff should be supportive, and in a constant mode of reminding the youth of all the skills they have learned to help them succeed beyond the group. These reminders should be clearly communicated by the group as they discuss what has been learned and how to apply the skills in the "real world". This is a time of support, maintenance, and planning for new opportunities to apply the skills learned from the group. The stages of grief will be experienced by the members who are departing, and the members who remain in the group. It is critical that a sending off ceremony, celebration, or other ritual or rite of passage is completed by the group at this point for sending off the entire group or any of the individual members. You may even want to review the stages of grief to allow the youth to understand their feelings and possibly work through other grief issues they may be struggling with.

As the group goes through certain phases, the youth are individually expected to meet certain expectations in order to advance in the program through different stages. Each stage has its own set of expectations, and the youth group and the team will vote on whether a youth should advance. The stages are as follows:

YOUTH STAGES OF DEVELOPMENT

Stage 1: Orientation-Learning and Safety



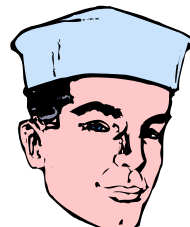
Stage 2: Emerging-Self Awareness



Stage 3: Adaptation – Applying Skills



Stage 4: Transformation – Role Model and Leadership



For each stage of development, the youth will have certain expectations that he is expected to meet. As he advances, the stage expectations cumulatively increase. For example: Whatever the youth must do in Stage 1, he must also do in Stage 2 plus additional expectations.

Stage 1: Orientation – Learning and Safety

Youth Expectations:

1. Attend group meetings, and participate when comfortable without being disruptive.
2. Attend school, show effort, and put into practice classroom expectations.
3. Follow directions of staff.
4. Get to know group members, staff, daily routine, and surroundings.
5. Maintain personal hygiene, and proper, neat appearance.
6. Get to know what is in the Youth Packet.
7. Get to know and accept what is expected of them for all activities, programs, and procedures.
8. Get to know their Rights and Responsibilities.
9. Show respect for staff and peers.
10. Write in their personal journal every day.
11. Begin participation in some Restorative Justice activities.
12. Be compliant with all medication prescribed.
13. Begin working with staff to develop an initial Reintegration Plan / Transition Plan.

Stage 2: Emerging–Self Awareness

Youth Expectations:

1. Begin to identify their family's strengths, expectations, and problems they may have.
2. Talk about why they are here.
3. Talk openly and honestly with the group and staff about themselves and their feelings.
4. Show tolerance of others by accepting staff and group member differences.
5. Show flexibility by being willing to work with others in all areas.
6. Attend, participate in, and complete work in school.
7. Respect and participate in group sessions, activities, and treatment.
8. Begin using appropriate communication skills in order to give and receive feedback.
9. Begin to learn their IIP goals and take steps to achieve goals.
10. Talk with their Mentor, who will help them identify and prioritize Core Issues. (See Appendix A for a review of possible Core Issues)
11. Choose, complete and present an activity to the group for at least one of their core issues.
12. Work with their Mentor to finish their personal inventory, collage, lifeline, genogram, and critical life events.
13. Begin and present their genogram and lifeline to group.
14. Begin to give and accept support and positive recognition to and from others.
15. Continue to expand and review their Reintegration/Transition Plan.
16. Observe and begin learning how to do circle ups and start practicing this skill with staff's assistance.
17. Continue to show improvement in school performance and maintain classroom expectations.

Stage 3: Adaptation-Applying Skills

Youth Expectations:

1. Continue to conduct community or Restorative Justice projects as assigned by group leader.
2. Talk about why you are here and how it affected others.
3. Be able to identify and share feelings, and tell the difference between thoughts and opinions.
4. Use alternative ways for showing both positive and negative feelings.
5. Continue to explore and develop your aftercare plan.
6. Share with the group the information you have learned about yourself.
7. Help group members meet expectations and responsibilities.
8. Practice good hygiene and encourage others to do the same.
9. Begin to show leadership and model good behavior.
10. Begin to hold group members accountable who do not show respect for staff and others.
11. Call needed circle-ups, give others help, and accept help from others.
12. Perform assigned tasks independently.
13. Recognize mistakes and destructive patterns used as coping skills and correct them.
14. Be considerate of fellow group members' feelings, showing them you accept, respect, and value them as individuals.
15. Continue to review and expand your **Reintegration / Transition Plan**, and present plan to family, staff, group leader and probation officer.
16. Write a letter to a family member or parent (not to be mailed), consisting of appreciations, concerns, needs, and expectations, and process the letter with the group.
17. Show a willingness to work on family issues while showing sensitivity to family members' feelings; accept, respect, and value each member as an individual.

Stage 4: Transformation – Role Model and Leadership

Youth Expectations:

1. Model responsibility, understanding, and concern for self and others.
2. Continue to discuss problem areas and feelings with your family/probation officer.
3. Know and follow expectations with little help from staff and peers.
4. Demonstrate the ability to cope with change, failure, and disappointment.
5. Demonstrate leadership by being supportive of staff decisions.
6. Show others how to provide encouragement and positive recognition to others.
7. Evaluate and Finalize Reintegration/Transition Plan, including plans for health, mental health treatment, educational, vocational, and employment upon release, with family and probation officer.
8. Write a letter to yourself, to be delivered to you one month after your release, reminding you of the skills you learned to deal with your core issues.

STAGE REVIEW SCHEDULE

Staff will continually review the youth's progress while in our care. Upon the youth's arrival, he/she will be placed on the Orientation Stage. If a youth is transferred from one facility to another for non-disciplinary reasons, he should remain on his current stage.

Prior to the Staff engaging in a formal review of a youth's stage, the following must occur:

1. The youth will initiate the process by completing a Youth Stage Petition Form (see Appendix B).
2. The youth group in the unit will review the petition in one of the group meetings, in the Group Leader or Assistant Group Leader's presence, by voting on whether this youth met all of the expectations of his/her current LAMOD stage. If the Assistant Group Leader was present during the youth group meeting, he/she should make sure that the Group Leader agrees with the decision, unless he/she is acting in this person's behalf in the case of an extended leave of absence.
3. If the Group Leader or designated Assistant Group Leader does not agree with a recommendation by the youth group to advance the youth's stage, the youth's petition is not brought before the staff team.
4. If the youth group votes to deny advancement and the Group Leader does not agree with the youth group's denial of advancement, he/she can override the youth group's decision, and bring the youth's petition to the next available team meeting for consideration.
5. If the Group Leader or Assistant Group Leader agrees with or opposes the stage advancement, he/she will write the reason on the Youth Stage Petition Form (see Appendix B), and a copy will be given to the youth and filed in the youth's hard copy master record in Clip II.
6. If the Group Leader/Assistant Group Leader agrees with a recommendation for advancement, the youth's stage petition is then brought to the next available team meeting for consideration by the staff team.
7. If the Group Leader or Assistant Group Leader agrees with a recommended stage advancement by the youth group, or overrides a

youth group's decision to deny advancement, a Team Meeting Stage Consideration Worksheet (See Appendix B) is brought to the next available team meeting and the staff team will come to an agreement by majority as to whether the youth will advance.

8. If there is an even number of staff and there is a tie in the vote, the Group Leader will make the final decision.
9. If during the team meeting the majority of the team votes in opposition of the Group Leader's recommendation for advancement, the Group Leader can complete the section on the form that indicates that he/she wishes to override the team's decision. The Team Meeting Stage Consideration Worksheet (see Appendix B), will be completed at the team meeting, and will still be reviewed at the next Senior Team Meeting despite any override recommendation made by the Group Leader or designated Assistant Group Leader.
10. At the next available Senior Team Meeting, the Director will make the final decision and his/her decision will be documented on the Team Meeting Stage Consideration Worksheet and filed in the youth's chart in Clip II.

A stage reduction recommendation to the Director is to be considered by the Group Leader and dorm team in the following circumstances:

1. A youth has been found guilty in the Code of Conduct for a major offense to include escape, contraband, and the most serious types of assaults or threats of assaults (youth / youth) or (youth / staff), requiring medical treatment for the victim, or gang/gang-like organization/activity.
2. Acceptance into the Winter Program

Instead of the Code of Conduct Committee, the dorm team will vote on a stage reduction, utilizing and completing the Team Meeting Stage Consideration Worksheet (See Appendix B).

STAFF RESPONSIBILITIES BY STAGES

Review Schedule: Once the youth in the group have voted to accept a youth's stage petition and the group leader approves of the decision, schedules of upcoming reviews will be published and distributed to the appropriate staff for the upcoming team meeting. The group leader or designee will chair all review sessions during team meetings. Social Service Supervisors, assigned by the Director or his/her designee at the facility, will conduct monthly audits to insure that the stage advancement process occurs according to protocol. LAMOD Coordinators will also monitor stage reviews.

The Team May Consist Of:

1. Group Leader or designee
2. Assistant Group Leader
3. Teacher (one of the youth's teachers; Special Education teacher if youth is receiving these services)
4. Designated Juvenile Justice Specialist
5. Mental Health Contractor (if youth is receiving individualized mental health services)
6. Health Care staff (if youth is receiving on-going treatment for chronic health care needs)
7. Specialized Program Representative (if youth is assigned to a specialized program)
8. Youth's mentor
9. Youth's Case Manager
10. Any other program representative deemed appropriate

If a person from the above list is not physically present at the review, written comments or reports using the Staff Input and Assessment Form (See Appendix B) will be used in the review to ensure education, medical, mental health, recreation, and contract treatment provider or activities are considered. Telephone conferencing may also be used to facilitate participation.

INCENTIVES

If youth are able to advance in stages due to positive behavior, incentives can be given to them at the discretion of the Director after consulting with the unit team. Some incentives they may receive according to their stage are:

Orientation	Emerging	Adaptation	Transformation
Weekly Telephone Call (Speakerphone)	Weekly Telephone Call	Weekly Telephone Call	Weekly Telephone Call
	Magazine	Magazine	Magazine
	Art Activities	Art Activities	Art Activities
	Group Off-Campus Trip	Group Off Campus Trips	Group Off Campus Trips
	Pavilion/Game Room/Boys Club	Pavilion/Game Room/Boys Club	Pavilion/Game Room/Boys Club
		Personal Radio	Personal Radio
		Tennis Shoes	Tennis Shoes
		Off Campus Team Sports	Off Campus Team Sports
		Off Campus Choir	Off Campus Choir
		Furloughs	Furloughs
		Escorted Absences	Escorted Absences
		Speaker Bureau	Speaker Bureau
		Youth Ambassador	Youth Ambassador
			Family Picnic



Daily Expectations for Youth

Along with expectations attached to each LAMOD youth stage, youth are expected to follow certain daily expectations as well. They are as follows:

Line Expectations

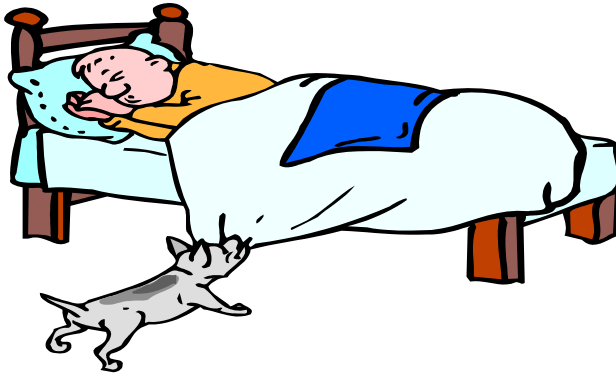
The group is expected to move in line when moving from place to place. This can either be single file or in rows of twos or threes. The purpose of moving in a line is to promote the safety and organization in the group.

While in the line the following expectations are to be followed:

1. Talking is permissible in a low tone, unless youth are told differently.
2. Group members are to face forward at all times.
3. “Awareness” should be kept to the group only. Group members are not expected to communicate in any way with other groups or staff.
4. Group members are not to break from the line.
5. The line should be kept tight.
6. Youth’s hands should be kept at their sides walking normally. Personal boundaries should be respected.
7. While waiting to move, group members should not lean against the staff’s desk, walls, or doorframes.
8. No skipping, hopping, dancing, or stomping.

Morning Expectations

1. Once lights are on, the entire group will dress, perform personal hygiene and make beds.
2. The entire group will complete chores as assigned.
3. There will be minimal talking unless it is related to the task, chore of clean-up, or hygiene.
4. Group members should gather all materials needed for school.
5. Morning check in as noted on the daily schedule.
6. Be aware of all time frames.



Clean-Up Expectations



The purpose of clean-up is to promote a safe and clean environment. Everyone is involved. Clean-up is performed twice daily as part of the morning and evening routines.

Clean-up should be accomplished in an appropriate manner.

Youth will:

1. Be prepared with all clean-up supplies.
2. Be cooperative, organized, and involved.
3. Work together as a group.
4. Do their part taking pride in their responsibilities.
5. Use the clean-up supplies carefully.
6. Be aware of all time frames.
7. Have a clear understanding of what needs to be done.
8. Respect staff's input on their job completion.
9. Expect staff to check all jobs.

Youth will not:

1. Become playful, endangering others.
2. Manipulate, short-cut or try to get out of their responsibilities.
3. Misuse any of the supplies or equipment.

Youth need to understand that everyone is assigned a job role by staff each week.

Laundry Expectations



- All youth are responsible for laundry. Everyone should participate in washing dirty clothes and linens on the group's wash days. The group's wash day will be determined by the youth, the staff, and written into the daily schedule.
- When doing laundry, youth should:
 1. Remove all items from pockets.
 2. Sort items to be laundered by color before putting items into the washer.
 3. Be mindful of water temperatures and dryer settings.
 4. Complete all washing and drying of laundry on the youth's designated day(s) in accordance with the chore list.
 5. Youth need to be aware of the amount of detergent they put into the washer.
- Youth should not:
 1. Overload the washer.
 2. Overuse detergent.

Shower Expectations

- Everyone takes showers each night and has 8 minutes to complete his shower.
- Showers are taken according to the schedule and before any special event.
- Youth should be prepared with shampoo, soap, toothpaste, toothbrush, and any other personal hygiene items.
- Youth should move with assigned subgroups.
- Youth should spend their time in the shower wisely.
- Youth should wash all body parts with soap.
- Youth should complete showers in the time allowed.
- Youth should be properly dressed before exiting the shower area.
- If only female staff are present on the housing unit, only one male youth can shower at a time.



Meal Expectations

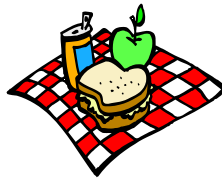
Meals are provided 3 times a day and are usually served in the dining hall.

During meals youth should:

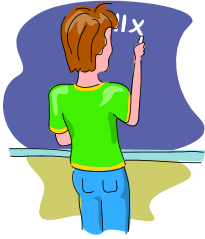
1. Enter the dining hall with “awareness” of surroundings and safety, and give special attention to noise level.
2. Get their meal, condiments, napkins, utensils, and beverages before sitting down.
3. Wait until everyone at the table is seated before beginning to eat.
4. Talk in a normal voice tone, and have appropriate conversation.
5. Use proper table manners.
6. Be aware of time frames set by staff.
7. Empty and stack trays after eating.
8. Move tray to the center of the table when the meal is finished allowing assigned youth to wipe the table.
9. Follow the protocol of using the utensils.

During meals youth should not:

1. Play with their food.
2. Trade food.
3. Get out of their seat without permission from staff.
4. Focus on other groups or talk to peers who are in other groups.
5. Wear hats.
6. Take food out of the dining hall.



School Expectations



School is in session Monday through Friday year round. School is not in session on holidays that are observed by state employees.

In school youth **will**:

1. Complete all assigned school work.
2. Achieve and work to potential.
3. Use their time wisely.
4. Share their progress with their family, mentor, group leader.
5. Talk only when permission is given by staff or teacher.
6. Ask for help when necessary.
7. Do their own work.
8. Use effective communication skills.
9. Ask permission to move out of their seat.
10. Remain in the classroom until dismissed.
11. Youth will use the restroom only after getting permission from the teacher.

In school youth will **NOT**:

1. Be disruptive.
2. Sleep.
3. Attempt to keep others from meeting their personal goals.
4. Put their feet on furniture or lean back in chairs.
5. Cheat or copy other's work or allow others to copy their work.
6. Do their group work.
7. Get out of their seat without permission.



Quiet Time Expectations

Quiet time is a chance for the group members to relax after the day's activities and prepare for the night. Group members should take this time to write letters, finish mentor work, or to work on consequences. It is also a time to journal, and to prepare for the upcoming group meeting. Group members may use this time to have meetings with their mentor.

1. Group members should be quiet.
2. Mentor work or program work should be done.
3. Group members should stay in their own personal areas. Permission is needed from staff to leave their personal area.
4. Group members are to respect others and not create distractions.
5. If finished with all work, group members may relax but not sleep.
6. Group members may not play cards, games, or watch movies during quiet time.

****Quiet time may also be used to regain organization and safety.**

Free Time Expectations



The purpose of Free Time is to allow the group to relax and not do anything program related. Youth will need to follow expectations during this time.

Expectations:

1. Group members should spend their free time wisely and not aggravate others.
2. If playing a game, show good sportsmanship. Youth should not cheat. Youth should not trash talk. This often leads to problems.
3. When free time is over, the group should quickly put the room in order.
4. Free time is a privilege and should not be expected.
5. If youth do not have free time, they should work on program work or youth consequences.

Personal Time Expectations

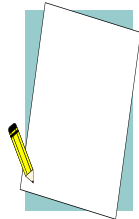
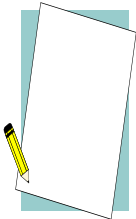


Personal time lasts 45 minutes and is usually pre-planned on the evening schedule before bedtime. Everyone is involved.

During personal time youth should:

- Be respectful of others' personal boundaries.
- Use their time wisely to clean, straighten or organize personal items in their dresser or locker, journal, read, write letters, draw, and complete program assignments.
- Speak quietly.
- Stay in their own personal area.

Journaling Expectations



The purpose of journaling is to record happenings in the youth's life. The Feelings Log is like a diary. Writing in a journal gives an individual the opportunity to express feelings, concerns, and experiences in healthy ways. Journals are personal, giving youth the chance to express themselves in their own way by writing or drawing. Journaling helps youth identify and get in touch with their feelings.

All youth are allowed and encouraged to journal.

Journaling time occurs at given times of the evening. Journaling should take place during quiet time, after group meeting, and during personal time. Staff will not read youth journals unless warranted by their behavior.

During journaling time, youth should:

- ❖ Respect their privacy and the privacy of others.
- ❖ Take the opportunity to journal seriously.
- ❖ Be comfortable with expressing themselves freely.
- ❖ Complete any journal assignments to the best of their ability.
- ❖ Request a new journal if theirs is full.
- ❖ Keep all of their completed journals, and refer back to them when needed.
- ❖ Date each entry.

You should not:

- ❖ Use their journal as extra paper.
- ❖ Share their journal with others for the purpose of glorifying past mistakes.
- ❖ Leave their journal unprotected.

Bed time Expectations

***These expectations are to be met by youth each night.**

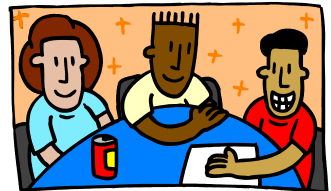
1. Be ready for bed on time.
2. All personal hygiene must be completed during personal time.
3. Youth must ask for permission to get out of bed.
4. No reading after lights out.
5. No playing or talking once in bed or after lights out.
6. No talking to staff after lights out.
7. No personal items in their beds. (ex. clothes, books, belts)
8. No leaning over or talking to their peers.
9. Be prepared to give their values before lights out. This is a chance for youth to reflect on their day.
10. Do not interrupt others who are giving their values.
11. Youth are not allowed to sit on other youth's beds.



Weekly Wrap-Up Expectations

Weekly Wrap-Up should be done at the end of the week, and is a chance to get feedback from the group and the staff on youth behaviors for the past week. It allows group members to set goals and learn where improvement is needed, and where achievements have been made. It should be taken seriously, and not be used as a tool to aggravate or hurt the progress of others. All group members and staff who are on duty attend the wrap-up session each week. Everyone in the group offers a positive comment, and needs to be prepared with comments for each group member.

Weekly Wrap-Up should be treated as a group meeting. All group meeting expectations apply.



Visiting Expectations

Persons Allowed to Visit: Approved family members and caregivers are allowed to visit. Youth need to see their group leader to add others to their list.

Visitation Time: _____

Location of Visitation: _____

During visits youth should:

1. Welcome and greet all visitors.
2. Be respectful and polite to all visitors.
3. Be conscious of their noise level.
4. Have all visitors sign the visitors' log.
5. Use visiting time to their advantage by discussing program progress and issues.
6. Be helpful by making sure that all visitors leave at the scheduled time.
7. Follow all program policies and procedures during visits to ensure a safe, clean, and organized environment.
8. Process each visit, and clean dayroom immediately after visitors depart if the visit took place in the dorm.
9. May only receive items supplied or purchased by the facility.
10. Be searched according to policy.

During visits youth should not:

1. Receive items.
2. Interfere with other visitations.
3. Should not help secure contraband into the facility.

Special visits approved by the Director will be arranged as agreed to by the Group Leader and the visitors. To ensure the safety of group members, staff, and visitors, rules and expectations must be followed. Rules and expectations are as follows:

1. Limit of five persons per visit.
2. Only approved persons on the visitors list will be allowed to visit (no exceptions).
3. Once the visit has ended, visitors cannot return to visit a second time that day.

The above is NOT the entire visitation policy. For more details please request a copy of YS Policy C.2.8 "Youth Visitation in Secure Facilities".

Expectations for Telephone Calls



1. Two group members at a time should be “aware of” telephone calls. Staff is also there to be aware. The rest of the group sits quietly paying attention.
2. During orientation stage, youth will have telephone calls on a speaker phone. Staff should inform the family member before beginning the conversation that they are on speaker phone, and told who is present in the room. Staff should get permission from the parent to continue the phone conversation on speaker phone before proceeding.
3. All group members are to be quiet during telephone calls. This is a simple sign of respect. If youth do not respect others’ telephone calls, then the youth will not receive his full telephone time. It is recommended that group members bring either mentor work or program work to do while telephone calls are going on. No T.V., video games, or cards may be used to occupy their time.
4. Only family members are to be called. Youth are to provide a list of numbers of their family members to staff.
5. There is to be no three way calling. If this is attempted, the telephone call will be immediately ended.
6. Telephone calls are privileges youth earn that **may** be allowed once per week, for a maximum of ten (10) minutes, as determined by youth’s participation in the treatment process. Their ten (10) minutes starts when they reach their family member.
7. Special arrangements may be made if their parents or family members are not home at the time that telephone calls are made.

Mail Call Expectations



1. Youth are encouraged to write to their family members or caregiver at least once a week.
2. Outgoing letters, cards and other items must remain unsealed and turned in to staff for mailing.
3. Incoming mail will be distributed after the evening Check in.
4. No inappropriate writing on envelopes and letters. This includes gang symbols, signs and sexual comments.
5. Indigent youth shall have access to postage necessary to send out a minimum of three personal letters per week, postage necessary to send out approved legal mail on a reasonable basis, and basic supplies necessary to prepare legal documents. See YS Policy No. C.2.9 "Correspondence and Packages" for all details.

Radio Usage Expectations



- Youth will **only** be allowed to possess a personal radio with headphones. This is a privilege that will be earned beginning with the adaptation stage. Some exceptions can be made in specialized housing units.
- No radio will be played unless it is **free time** or time designated by staff.
- No singing or clapping with the radio or it will be turned off.
- The volume of the radio will be kept at a level that will not disrupt the group or other individuals.

Television Expectations



- Television will **only** be utilized for treatment, programmatic and educational purposes. However, the group leader may decide to use it for special events or free time activities that promote the treatment process.
- Television may be restricted if the group is exhibiting inappropriate behavior.

Borrowing, Gambling, and Lending Are Not Allowed



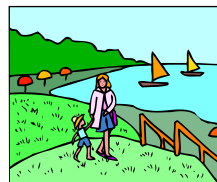
- Each youth will fill out a personal inventory of items upon arrival.
- The group leader must pre-approve items mailed to youth after their initial arrival.

Clothing Expectations



- Clothing items should not exceed the approved facility list.
- Clothes and other items should fit in youth's assigned dresser or locker.
- One pair of personal shoes is allowed. Youth may earn the right to wear his own shoes after completing the Emerging Stage (maximum value of personal shoes will be ninety dollars (\$90.00)). The colors of the tennis shoes must be black, white, gray or a combination of those three colors.
- No inappropriate logos (sex, gangs, alcohol or drugs) are allowed on clothing.
- Youth will wear uniforms. The uniform will include shorts or pants, and a shirt in the color designated for their assigned housing unit. Youth may be allowed to wear special weekend attire.
- Youth pants should not sit below the waist, shirts will be tucked in, and belts will be worn.
- Tennis shoes should be properly laced and tied.

Off Campus Trips



Purpose: To provide an opportunity to develop proper social skills, keep in touch with the community, experience some independence to develop decision making skills, learn, and have FUN! This time will also provide an opportunity for restorative justice activities, including community service work and restitution.

When: When the group is functioning maturely.

Who: Those who are showing responsible behaviors that are not a threat to themselves, others, or the property of others. There should be a feeling of trust, safety, and belonging.

How youth will handle themselves:

- Be aware of their surroundings and each other.
- Be aware of program expectations at all times.
- Be respectful to themselves and others.
- View off campus privileges as a positive learning experience.

Youth will not:

- Separate from the group and staff.
- Bother the people who are working.
- Take any items that do not belong to them.
- Display immature behaviors.
- Have fun at the expense of others.

MENTOR

Mentors are staff who interact with youth on a regular and consistent basis. Mentors are assigned to youth beginning at the Emerging Stage. When a youth is assigned to a group, he is paired with a mentor. The mentor works closely with that youth for the duration of that youth's placement in the facility. There is growing evidence that youth who are in juvenile justice systems respond well to caring adults who show concern.

Your role as a mentor is critically important to the success of the youth placed in your care. As a mentor, you will work closely with the youth assigned to you. You may meet individually with your assigned youth in order to reinforce what he/she is learning in the program. You certainly will encourage and tutor the youth assigned to you with specific skills, and tasks he must acquire in order to advance through the stages. Specifically, you will:

1. Meet with the youth at least **once** a week for a minimum of **fifteen minutes**, or as indicated by the youth's needs, to review the youth's behavior (positive and negative).
2. Advise the youth's group leader and treatment team about the youth's progress.
3. Assist the youth to prepare for stage advancement.
4. Attend your youth's case reviews.
5. Keep the youth focused on the responsibilities and expectations he must demonstrate at each stage, and what is needed to progress to the next stage.
6. Support the youth as he progresses through the stages.
7. Interact with the youth if he requires special help with the treatment process.

For more information, see the Mentor Template in Appendix B.

Process Elements

The following are essential treatment components that can be utilized, but are not all inclusive.

1. **Tools:** The items listed below are tools which aid and support the group treatment process (See Group Meeting Template in Appendix B). They can be presented to the other youth in treatment groups. These are just examples and many different tools may be used.
 - a. **Genograms** represent a map of a youth's family system. Each youth creates an extended family tree and then examines the lives of the family tree members – their struggles (substance abuse, incarceration and other problems), and strengths (jobs, education and successes). The mentor teaches the youth how to create the genogram. A group member may also help with this activity. The youth prepares his genogram and takes ownership of the results. The youth presents the genogram he created to the group and talks about himself and about the dynamics of his family. The group helps him process these reflections while supporting him by sharing their own experiences.
 - b. **Other tools:** A variety of tools may be used as teaching strategies and applied in the same manner as genograms. These include collages, critical life events, life line, personal inventories, and anything that adds substance to the group process. The use and selection of particular tools is spread across all different levels of group and/or individual development because a particular tool may be helpful to a specific youth's development and each youth should utilize the tools appropriate to him.
 - c. **Other Treatment Group Topics:** There are several types of group topics that are covered in the treatment groups at the facility. These group topics and their descriptions are listed below. Some of these groups will be conducted by social services staff, and some can be conducted by Juvenile Justice Specialist. Please follow the Group Meeting Template in Appendix B when conducting any of the following group topics:

1. **THINKING FOR A CHANGE:** This program looks at the youth's thinking process and provides the staff and youth skills to change behaviors and thoughts. The youth will learn some initial skills to enable him to ask questions and make healthier decisions. More advanced skills are taught as the program progresses and as the youth begins demonstrating positive behavior.
2. **ANGER MANAGEMENT:** Cage Your Rage is the curriculum utilized to help youth learn about themselves, their feelings of anger, harmful behaviors/actions, and how to handle anger without hurting others and/or themselves. Basic conflict resolution techniques are also covered in this curriculum.
3. **VICTIM AWARENESS:** This program assists youth in understanding how their behaviors affect the daily lives of their victims- physically, emotionally, financially, and psychologically.
4. **PARENTING GROUPS:** Social services staff or other contracted staff provide parenting groups for youth who are parents.

Other groups to treat youth for substance abuse and sex offender issues will only be conducted by social services staff or a contract provider with specialized training. All groups are to be documented on the LAMOD Weekly Group Assessment Form. (See form in Appendix B)

Processes:

- a. Inventories: Uniforms are assigned to the youth by the facility. A ritual occurs when a new youth arrives where the new youth shows all the other youth what he brought with him. Through this ritual, everyone in the group will know that those individual items belong to the new youth. The group is then responsible as a whole for safeguarding that youth's belongings. Everyone knows which items belong to each group member, and will notice if someone takes an item that does not belong to him. If this happens, the group will address that issue as inappropriate. This is important because many altercations start around one youth accusing another youth of stealing his belongings. The ritual is a good preventative safety measure.
- b. "I" Messages: This a process of teaching a youth how to express himself – own what he is saying and not use judgmental language. This is part of the group process because in order for a youth to participate in group, he must learn how to express himself. When a youth begins the group process, he may be determined not to participate and may need to be coaxed and taught how to participate. For example: "I think you disrespected me", as opposed to, "You disrespected me." Part of learning to use "I" messages correctly is learning the difference between thoughts and feelings.
- c. Restorative Justice/Community activities: Restorative justice can be facility or community based activities, that address the need to make amends to society for the harm caused by delinquent behavior. If the activity is off-campus, the group must be mature enough to be trusted to leave the facility and perform a task together.
- d. Group Cohesiveness Activities: There will be group activities within the facility (e.g. clean-up) to teach youth how to participate and interact as part of a team to complete tasks. For example, the group as a whole will teach a new group member how to perform a task, such as how to properly make his bed. This teaches reflection on how to perform a task, why certain steps are required in making a bed, and how this task and the steps it takes to accomplish the task affect others.

The following is another way the staff or youth can help another youth; the group will decide what they are going to do about clean up and divide the tasks. Youth who are new and may not know how to perform a task have help – either from a staff member or from a peer.

The model is:

Day One - the staff or peer performs the task and the youth watches;

Day Two - the youth tries it with help from the staff or peer; and

Day Three - the youth perform the task and the staff or peer watches.

Obviously adherence to the model depends on the skill level and engagement of the youth. After the task is completed, the youth reflect as a group on their performance of the task, including assessing their peer's performance – this reflection is as constructive as possible. **Staff is never to assume a youth already knows how to do something.** For example, a youth may not know how to brush his teeth or clean the toilet correctly.

e. Check-In and Circle-Up: These activities provide staff the opportunity to see how each youth relates to the group. The Check-In and Circle-Up activities are methods to bond the group together, provide an opportunity for the youth to help and support each other, and for the youth to ask for help. Circle-Ups are an excellent way for youth to work through conflict in an appropriate manner, and practice healthy communication skills. (See Check-In and Circle-Up Templates in Appendix B)

Many of the processes elements you will engage in with the youth throughout the day need to be documented to allow your Group Leader, and team members, to have a picture of what was accomplished during the day, and what dynamics occurred on the unit. (See Youth Daily Activity Sheet in Appendix B)

YOUTH CODE OF CONDUCT REVIEW

YS Policy No. B.5.1

Youth behavior violations are classified in two categories, Minor and Major Violations. Staff members are encouraged to address behaviors utilizing the Informal Resolution Process, rather than a written report.

The behavior described in the Minor or Major Violation Report should match the appropriate rule number(s) cited in the Code of Conduct. If the rule number(s) need to be changed for accuracy, any Code of Conduct staff / Committee Member shall make and initial the change or state the fact of change on the record. A change of this nature does not require a continuance of the proceedings.

A. Minor Violations and Consequences

Minor violations include:

1. Disobedience – Youth must obey orders cooperatively and promptly.
2. Disorderly conduct – Youth shall not engage in boisterous behavior, including but not limited to, horseplay, loud talking or yelling. Youth shall not cut in line and when in line, they shall stay in line. Audio players shall be played at a volume so as not to disturb others.
3. Disrespect - Youth shall not subject others to abusive or disrespectful conversation, correspondence, phone calls or gestures. Youth must address staff respectfully.
4. Gambling – Youth shall not gamble (playing a game for money, property or services; betting on an uncertain outcome).
5. Unauthorized area – A youth must be in the area where he is authorized to be at that time.
6. Unauthorized food – Youth shall only have food items authorized by the facility in approved quantities.
7. Unauthorized items – Youth shall only have items authorized by the facility in approved quantities.

Minor violation consequences:

1. Writing activity reflecting on behavior.
2. Loss of free time recreation privileges.
3. Loss of any special privileges, such as revoking special permission to possess an audio player.
4. Verbal warning and referral to counselor or group leader/dorm manager.

5. Placement in “cool down”, area restriction, time out, cooling off period, time out from general population for a maximum of 60 minutes.
6. Verbal or written apology.
7. Referral to Individual Treatment Team, group leader, or counselor.
8. Other consequences related to exhibited behavior that has been approved by the Group Leader or Assistant Group Leader.

B. Minor Violation Procedures:

1. Minor violations are often addressed through the Informal Resolution Process.
2. If a violation is to be written up, a Minor Violation Report [Attachment B.5.1 (a)] shall be completed and provided to the youth by the end of the reporting employee’s shift, but no later than 24 hours from the time of the violation. Failure to obtain the appropriate signatures described below in #3. within the 24 hour period shall result in a dismissal of the violation.
3. The violation report must be signed by the youth, and his signature witnessed. If the youth refuses or is unable to sign the Minor Violation Report, this must be documented on the form with the reporting employee’s signature along with another employee’s signature who witnessed the refusal or inability to sign.
4. Staff is cautioned that violations which occur as a single incident shall not be written as multiple violation reports in order to create a Major Violation Report (refer to number 7. below). The Code of Conduct/Legal Programs department shall monitor these incidents and has the discretion to amend/dismiss excessive minor write ups stemming from a single incident.
5. The original minor violation report shall be immediately sent to the Code of Conduct/Legal Programs department of the facility, where it will be entered into the database, with a copy forwarded to the Dorm or Unit Manager/Group Leader/Counselor the same day so it can be immediately addressed in the group process.
6. Code of Conduct/Legal Programs shall monitor the number of minor violations each youth receives, and, when a youth has accumulated six minors within a seven-day period, shall write the Major Violation report, schedule it for hearing, and refer the results to the Unit Manager/Group Leader/Counselor.
7. If a youth receives six or more written minor violations within a seven-day period, the Unit Manager/Group Leader/Counselor or designee shall ensure the following is done:

- a. Schedule a treatment team meeting with the youth to discuss the violations, and
 - b. Check to ensure that the Multiple Minor Violations (Major Violation No. 9) hearing has been scheduled by Code of Conduct/Legal Programs.
8. The violation shall be discussed in the youth's next staffing session and a copy placed into his case record.

C. Major Violations and Consequences:

Major Violations include:

1. Aggravated Unauthorized Area - A youth shall not be away from his assigned area causing disruption to the normal operations of the facility, such as being on the roof of a building, etc., and includes Attempted Escape.
2. Assault (Youth/Youth) - A youth shall not assault another youth through offensive, aggressive, intentional acts toward another youth.

Examples of assaultive behavior towards youth are:

- a. Fighting
 - b. Hitting
 - c. Spitting
 - d. Throwing or projecting objects or other substances, including any bodily fluids or products.
3. Assault (Youth/Staff) - A youth shall not assault staff through offensive, aggressive, intentional acts toward a staff member. Examples of assaultive behavior towards staff are:
 - a. Fighting
 - b. Hitting
 - c. Spitting
 - d. Throwing or projecting objects or other substances, including any bodily fluids or products.
4. Coercion – A youth shall not bribe, influence or coerce anyone to violate facility policies, procedures, rules, or state or federal laws, or attempt to do so. A youth shall not give an employee anything of value.
5. Contraband – A youth shall not possess items that are detrimental to the security of the facility or prohibited by law or facility rules/policies. A youth shall not have a positive result on a drug screen or exhibit signs of intoxication. (Examples of contraband are drugs; medications without a prescription; alcoholic beverages; yeast; tattoo machines, syringes; weapons; nude pictures; money; cigarettes; computers; computer accessories, including thumb drives; telephones/cell phones, security

radios (walkie-talkies); cameras, security screens, fire alarms, keys, and locks. Refusal of a drug test shall result in an automatic finding of “guilty” on a contraband write-up.)

6. Cursing – Youth shall not curse or insult employees, visitors or their families. Youth shall be written up for the major violation of cursing only after being warned about this behavior and documented attempts to stop the behavior by using the group process have failed.
7. Escape - A youth shall not depart from either the grounds of a secure facility, or from the custody and control of staff while off the grounds of the facility, or fail to return to the facility from a furlough.
8. Gang/gang-like organization/activity - Youth may not create or join any group that has not been authorized by the Facility Director. No such group shall destroy property or violate the Code of Conduct rules.
9. Multiple Minor Violations – Six or more minor written violations received within seven consecutive days following the first infraction.
10. Property Destruction – A youth shall not damage or destroy property of the state or others.
11. Sexual Misconduct – Youth shall not engage in sexual behavior with any other person or in front of any other person, or threaten to conduct sexual acts with staff or youth. Examples of this include, but are not limited to:
 - exposing your genitals to others,
 - masturbation,
 - making sexually aggressive statements to staff or youth,
 - groping, touching or fondling.

Sexual misconduct also includes sexual coercion, which is the use of debt, threats of physical harm, peer pressure, deceit, personal favors, or positional authority to force or lure sexual favors from a person, including but not limited to, sexual fondling, oral sex and sexual intercourse.

Sexual solicitation of sexual favors from any person committed to the care of custody of YS or any YS staff member is also a form of sexual misconduct.

12. Tampering with Security Devices - Youth shall not touch, obstruct, activate or interfere with security devices in any manner. These devices include computers, telephones, radios, cameras, security screens, fire alarms, keys, locks, etc.
13. Tattooing and Piercing - Tattooing and piercing are prohibited.
14. Theft – Youth shall not steal from each other, staff, visitors or the state, or be in possession of stolen items.

15. Threats and Intimidation –

- a. Youth shall not threaten employees in any manner, interfere with or resist an employee in the performance of his duties, or attempt to intimidate or coerce an employee.
- b. Youth shall not threaten other youth.
- c. Youth shall not incite youth to threaten or harm other youth.

D. Pre-hearing Procedures:

Major violations will be written up on the Major Violation Report form (Supplement B) by the reporting employee, who should give a copy of the Major Violation Report to the youth by the end of the shift, but no later than 24 hours from the time of the violation. At this time, the youth shall make his election of a staff representative. If the youth refuses or is unable to sign the Major Violation Report, this must be documented on the form with the reporting employee's signature along with another employee's signature who witnessed the refusal or inability to sign. Failure to obtain the appropriate signatures within the 24 hour period, shall result in a dismissal of the violation.

The "Youth Code of Conduct Major Violation Report Supplemental Page" (See Appendix B) should be used as needed in addition to the Major Violation Report.

E. Rights and Notices:

- 1. A youth has the right to receive a copy of the Major Violation Report before the end of the reporting employee's shift, but no later than 24 hours from the time of the violation.
- 2. A youth has the right to receive notice of the time and date of the hearing at least 24 hours before the hearing. This notice shall be handed to the youth or posted in his living and/or dining area.
 - a. The notice will cite the youth's name, the date of the violation, the date and time of the conduct hearing, and the date and time the notice is posted and by whom.
 - b. The youth's rights relating to the hearing process shall be posted with the notice. If the notice of the hearing is handed to the youth, a copy of his rights relating to the hearing process shall be given to him as well.
 - c. If the hearing is held less than twenty-four (24) hours from the time of the notice, Waiver #1 must be signed by the youth and witnessed by a staff member. If the youth does not sign the waiver, the hearing must be held 24 hours after notice is given to the youth.
- 3. A youth has the right to be present at the hearing unless he waives this right by signing Waiver #2 or by exhibiting disruptive behavior which shall be documented on the record. The youth's signature on the waiver must be witnessed by a staff member. If the youth refuses or is unable to sign the waiver, this must be documented on the form with the Code of

Conduct Officer/staff member signature and another employee signature who witnessed the refusal or inability to sign.

4. A youth has the right to request a staff member to represent him during the Conduct Code hearing. The youth shall make this selection on the Major Violation Report at the same time he is given the report and signs for it. If his specified representative is not reasonably available, another staff member shall be appointed to represent him.
5. A youth has the opportunity to present evidence and may request witnesses (another youth or staff) to provide testimony on his behalf. This Motion to Call Witnesses shall be made at the time of the hearing. The Committee and the youth may also agree to stipulate to testimony rather than obtaining the witness' presence.
6. A youth has the right to receive a copy of the decision, including reasons for the disposition and consequences, at the conclusion of the hearing.
7. A youth has the right to appeal the decision to the facility director and to receive a copy of that decision.
8. A youth has the right to have the Deputy Assistant Secretary for Facilities review the Director's decision and to receive a copy of that decision.
9. Ensuring that the hearing notice is posted and that all of the necessary waivers and forms are made available to the youth in advance of the hearing is the responsibility of the facility Code of Conduct/Legal Programs officer or his designee.

F. Rights and Notices when youth is placed in CIU immediately after the offense is committed:

1. A youth has the right to receive a copy of the Major Violation Report before the end of the reporting employee's shift.
2.
 - a. The hearing shall take place within 24 hours of the placement of the youth in CIU. If this deadline cannot be met for administrative reasons, the hearing shall take place at the next available hearing after the youth was placed in CIU.
 - b. The youth's rights relating to the hearing process shall be given to him as soon as possible after his placement in CIU.

NOTE: Waiver #1 is not required for youth placed in CIU immediately after the offense is committed due to the mandatory 24 hour hearing.

3. A youth has the right to be present at the hearing unless he waives this right by signing Waiver #2 or by exhibiting disruptive behavior which shall be documented on the record. The youth's signature on the waiver must be witnessed by a staff member. If the youth refuses or is unable to sign the waiver, this must be documented on the form with the Code of

Conduct Officer/staff member signature and another employee signature who witnessed the refusal or inability to sign.

4. A youth has the right to request a staff member to represent him during the Conduct Code hearing. The youth shall make this selection on the Major Violation Report at the same time he is given the report and signs for it. If his specified representative is not reasonably available, another staff member shall be appointed to represent him.
5. A youth has the opportunity to present evidence and may request witnesses (another youth or staff) to provide testimony on his behalf. This Motion to Call Witnesses shall be made at the time of the hearing. The Committee and the youth may also agree to stipulate to testimony rather than obtaining the witness' presence.
6. A youth has the right to receive a copy of the decision, including reasons for the disposition and consequences, at the conclusion of the hearing.
7. A youth has the right to appeal the decision to the facility director and to receive a copy of that decision.
8. A youth has the right to have the Deputy Assistant Secretary for Facilities review the Director's decision and to receive a copy of that decision.
9. Ensuring that all of the necessary waivers and forms are made available to the youth in advance of the hearing is the responsibility of the facility Code of Conduct/Legal Programs officer or his designee.

G. Major Violation Hearing Procedures:

1. Conduct Code Committee
 - a. The Conduct Code/Legal Programs Officer is assigned by the facility director and is responsible for coordinating, scheduling, publishing hearing notices, conducting and chairing the Conduct Code hearings, or selecting and training others to conduct and chair the hearings. The hearings shall take place in a private setting. All hearings must be audio recorded.
 - b. The Conduct Code Committee shall be composed of three members from a minimum of two of the following departments, one of whom shall be designated and trained by the Conduct Code Officer to be the Conduct Code Committee Chairman:
 - 1) security or Youth Care,
 - 2) education,
 - 3) social services,
 - 4) administrative personnel, and
 - 5) recreation.

- c. The Conduct Code Officer shall ensure that committee members are appropriately trained in the Code of Conduct, its rules, and the proper way to conduct a Code of Conduct hearing.

2. Procedures

- a. The Code of Conduct hearing shall take place within seven (7) calendar days following the issuance of the Major Violation Report.
- b. Exception - youth in CIU shall have a hearing within 24 hours from the time they are placed in CIU. Committee hearings held on the weekends may be conducted by a two-member committee provided the person responsible for setting up weekend hearings has made every effort to locate a third member and has been unsuccessful. This person shall state, for the record, his efforts to locate the third committee member. If this deadline cannot be met for administrative reasons, the hearing shall take place at the next available hearing after the youth was placed in CIU. (Refer to YS Policy C.4.5 Crisis Intervention Unit.)
- c. The Code of Conduct Officer/Staff Representative/Code of Conduct Committee must, on the record, advise youth of their rights before the hearing, and ask if the youth understand their rights. The youth's answer must be recorded on the Major Violation Report.
- d. Youth wishing to waive the 24 hour notice of hearing and/or their presence at the hearing shall execute the Waiver form prior to or at the beginning of the hearing.

3. The Hearing

- a. Before an individual youth enters the hearing room for his hearing, the Conduct Code Officer shall provide a copy of the Major Violation Report to the committee members, or ensure that the Committee reads the Major Violation Report into the record at the beginning of the hearing.
- b. The youth and/or his representative shall have an opportunity to respond to the Major Violation Report by presenting his case to the committee.
- c. The youth has the opportunity to make a statement and present documentary evidence and witnesses (another youth or staff) on his behalf. If the Committee denies the youth's request for a witness or for documentary evidence, the reasons for that denial shall be recorded on the Major Violation Hearing Form.
- d. Each hearing shall last as long as necessary to allow a full statement by the youth and/or his Staff Representative and for the Chairman and members to ask questions.

- e. Appropriate staff (e.g. contracted mental health provider, or SSD staff) shall be assigned to represent the SMI and/or MR youth at Conduct Code hearings, along with the youth's staff representative.
- f. The youth whose violation is being heard may be excluded during the testimony of another youth/witness whose testimony must be given in confidence. Reasons for the removal or exclusion of a youth from the hearing process must be stated on the record in the youth's presence.

4. The Decision

- a. Once all parties are heard, the Conduct Code Committee shall deliberate and complete the voting section of the Major Violation Form which indicates the decision as guilty, not guilty or dismissed.
- b. The Committee can only consider evidence and testimony that it hears or receives during the hearing.
- c. The Committee's decision shall be recorded on bottom portion of the Major Violation Report.
- d. At least two members of a three-member Conduct Code Committee must concur to render a decision. A two-member Committee must reach a unanimous decision, or dismiss the violation.
- e. At the completion of the hearing, the youth shall be given a copy of the completed Major Violation Report.

5. Major Violation Consequences

- a. The following is a list of possible consequences that may be imposed when a guilty decision is rendered. Other consequences may be applicable depending on the individual needs of the youth.
 - 1) Youth discussion with staff and peers.
 - 2) Write and/or verbally apologize to the person offended, followed by discussion with the person offended.
 - 3) Write a report or give an oral report related to the behavior/violation.
 - 4) Read selections on pro-social skills or listen to selections on audio tape.
 - 5) Contract for specific behavior change.
 - 6) Area restriction for fifteen (15) to sixty (60) minutes.
 - 7) Time-out: Fifteen (15) to sixty (60) minutes in CIU as a "cooling off" period.
 - 8) Non-monetary restitution (service work).
 - 9) Loss or limitation of privileges that are not LAMOD privileges for a maximum of twenty-four (24) hours.

- 10) Removal of items from youth's living area (excluding LAMOD Stage items).
 - 11) Recommend a revision of the youth's IIP.
 - 12) Assignment to a specific skill development group that is not on the youth's treatment plan.
 - 13) Mandatory attendance in a specific core program.
 - 14) Loss of one (1) off-grounds recreational activity or restriction from activities.
 - 15) Recommend change in job or dorm assignment or work status.
 - 16) Placement in CIU for a prescribed amount of time not to exceed five (5) days.
- b. If a youth is found guilty of injuring someone or damaging property, monetary restitution in a fixed amount may be ordered as an enhancement to the consequences imposed.
 - c. Consequences may be suspended for a period not to exceed two weeks, pending demonstration of appropriate behavior for a defined period of time. If the youth shows improved and appropriate behavior during that time, the consequence shall not be imposed.
 - d. Violations shall be reported to the youth's judge in the quarterly report and discussed during staffings.
 - e. Code of Conduct violations rising to the level of criminal conduct shall be referred to the District Attorney for possible prosecution. (See YS Policy C.1.3, "Crimes Committed on the Ground of Youth Services Facilities".)

6. Order of Restitution

If a youth is found guilty of injuring someone or damaging or destroying property, escaping or attempting to escape, causing or attempting to cause injury to him or others, monetary restitution in a fixed amount may be ordered as an enhancement to the consequences imposed by implementing a "Notice of Restitution".

7. Consequences for Conduct Code Violation SHALL Not Include:

- a. Corporal Punishment.
- b. Room restriction or room confinement for more than two hours without an opportunity for at least two (2) hours of planned recreation per day outside the immediate living quarters (excluding meals and personal hygiene).
- c. Denial of access to medical and dental care, courts, legal counsel, government officials, grievance procedures, personal legal papers and legal research materials.

- d. Different meals than those provided to other youth in that facility or program.
 - e. Humiliation or mental abuse; or interference with the daily functions of living, such as eating or sleeping, for punitive purposes.
- 8. Disposition of Records
 - a. If the violation is dismissed, the Major Violation Report shall not be included in the youth's case record.
 - b. If the youth is found guilty, the Conduct Code Committee shall assign a consequence to the youth and indicate whether the consequence is suspended or imposed. The record shall reflect that decision and the documentation shall remain in the youth's case record.
 - c. If the youth is found not guilty, the record shall reflect that decision and the documentation shall remain in the youth's case record.

H. Retention of recordings of hearings:

Recordings of hearings must be retained for a period of ten (10) years beyond the youth's eighteenth (18th) birthday by the facility where the hearing took place.

I. Special Population Considerations:

- 1. When an SMI or MR youth gets a Major Violation Report, the Conduct Code Officer shall prepare an SMI/MR Youth Major Conduct Code Report. The Conduct Code Officer shall send the report, along with a copy of the Major Violation Report, to the appropriate mental health professionals, who shall determine if the violation is directly related to the youth's mental illness or low cognitive abilities. This determination should be made as soon as possible to avoid an unnecessary hearing and shall be recorded on the SMI/MR Youth Conduct Code Report, and be returned to the Conduct Code Officer.
- 2. When a violation of the Code of Conduct is directly related to the youth's mental illness and/or low cognitive abilities, the contracted mental health provider staff (for SMI youth), and/or OJJ caseworker (for MR youth) shall immediately initiate interventions designed to correct the youth's behavior, and the Conduct Code Committee shall dismiss the violation.

J. Appeal Process:

- 1. An appeal is not available to a youth who enters a guilty plea to the charge(s) in a Major Violation Report, or who waives his appearance at the hearing.
- 2. During the appeal process, the youth's consequence(s) are suspended until a final decision is made.

3. A youth may appeal the findings of the Code of Conduct Hearing Committee to the Director or designee as described below:
 - a. At the conclusion of a Major Violation Report hearing, after the Committee has made its findings and imposed consequences, the Committee Chairman shall ask the youth if he wishes to appeal.
 - b. The youth may appeal his case within five (5) calendar days of the hearing, but the consequences shall be suspended only if the youth asks for an appeal at the conclusion of the hearing.
 - c. If restrictive consequences have been imposed, such as placement in CIU for a certain time, those consequences shall be suspended and the Director or his designee shall immediately review the case on appeal and provide a written response.
 - d. The Director shall render a written decision no later than seven (7) calendar days from the date he received the appeal, and provide a copy to the youth.
 - e. If the appeal is granted, the consequences and the guilty plea are invalidated and all reference to the matter shall be removed from the youth's record.
4. Within five (5) calendar days of receiving the Director's decision, a youth may request a review of the decision by the Deputy Assistant Secretary for Facilities. The Deputy Assistant Secretary shall render a written decision no later than ten (10) calendar days from the date he received the appeal, and provide a copy to the youth and facility director.

MINOR VIOLATION REPORT

Youth's Name: _____ **CLIENT ID#** _____ **Living Area:** _____

Date: _____ **Time:** _____ **Minor Violation No.** _____

Description of Behavior:

Consequences to promote healthy change:

- _____ writing activity reflecting on behavior
- _____ loss of free time recreation privileges
- _____ verbal warning and referral to counselor or group leader/dorm manager
- _____ placement in "cool down" area (not to exceed 60 minutes with visual checks every 15 minutes) Time to be served: _____
- _____ apology (written)
- _____ apology (verbal)
- _____ referral to Individual Treatment Team
- _____ other consequences related to exhibited behavior:

Staff Reporting Violation: _____ Title _____
(Printed Name)

Staff's Signature: _____ Date: _____

Youth's Signature: _____ Date: _____

Cc: Conduct Code Officer
Principal/Guidance Counselor
OJJ Social Worker or Counselor
Group Leader/Dorm Manager
Youth

- Consequence Imposed

Group Leader/Dorm Manager	Date
---------------------------	------

October 1, 2009

**OFFICE OF JUVENILE JUSTICE
CODE OF CONDUCT MAJOR VIOLATION REPORT**

B.5.1 (b)

FACILITY: __ BCY __ JCY __ SCY __ WARE

1. Name of Youth	2. CLIENT ID#	3. Date of Incident	4. Time of Incident
5. Place of Incident	6. Job/School Assignment (Youth)		7. Housing Assignment (Youth)
8. Major Violation		9. Major Violation Number	

10. Description of Behavior: (Include all relevant information – “unusual youth behavior, staff witnesses, physical evidence & disposition, immediate action including the use of interventions”; use supplement, if necessary)

11. Signature of reporting employee		12. Name, Title, Assignment (Print)	
13. Date of Report	14. Time of Report	15. Report (copy) given to Youth by:	16. Youth's Signature
17. Does youth want a staff representative at his hearing? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, Who? _____		Witness Signature	Witness Signature
18. Youth advised of Rights? <input type="checkbox"/> Yes <input type="checkbox"/> No		19. Youth understands Rights? <input type="checkbox"/> Yes <input type="checkbox"/> No	
20. CIU Pre-Hearing Placement: (Check One) <input type="checkbox"/> Yes <input type="checkbox"/> No			
21. Plea by Youth: <input type="checkbox"/> Not Guilty <input type="checkbox"/> Guilty		22. Verdict: <input type="checkbox"/> Not Guilty <input type="checkbox"/> Guilty	
23. Date of Hearing:		24. Staff Representative:	

25. Reasons for Disposition:

- ☐ Report is clear and precise ☐ Lack of a credible defense/little or no defense ☐ Based on youth's statement
☐ The employee's version or investigative report is determined to be more credible than the Youth's
☐ Pled Guilty/Accepted Guilty plea ☐ Only defense is denying contents of report
☐ The Youth presented no evidence to refute the charges
☐ Other _____

26. Motions (Include reason if denied):

27. Reasons for Consequence:

- ☐ Seriousness of offense ☐ The need to protect other youth, staff, facility ☐ Poor Conduct record including prior offenses for same violation
☐ Other _____

28. Consequence:	Suspended <input type="checkbox"/> _____ Days Imposed <input type="checkbox"/>
29. Consequence:	Suspended <input type="checkbox"/> _____ Days Imposed <input type="checkbox"/>

30. Youth requested an Appeal: ☐ Yes ☐ No

Restitution:

If a youth is found guilty of injuring someone or damaging property, monetary restitution in a fixed amount may be ordered as an enhancement to the consequences imposed.

Restitution may be ordered for any property loss, damage, or medical expense occasioned through the fault of a youth who in so causing the loss, damage, or medical expenses also is found guilty through the disciplinary process.

Code of Conduct Committee Chairman
Vote: _____ Guilty _____ Not Guilty _____ Dismiss

Member
Vote: _____ Guilty _____ Not Guilty _____ Dismiss

Member
Vote: _____ Guilty _____ Not Guilty _____ Dismiss

October 1, 2009

CODE OF CONDUCT NOTICE OF HEARING**DATE OF HEARING:** _____ **TIME:** _____**DORMITORY:** _____

	Youth's Name	Report Date	Conduct Incident Number
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Date and time this notice is posted: _____

Posted by: _____

Staff Name / Title

October 1, 2009

WAIVERS and SELECTION OF STAFF REPRESENTATIVE

You have the right to request a staff member to represent you during the Conduct Code hearing. If your specified representative is not reasonably available, another staff member shall be appointed to represent you.

You have the right to request that witnesses (another youth or staff) be compelled to attend the hearing and provide testimony on your behalf.

1. WAIVER OF 24 HOUR NOTICE OF HEARING

I have received a copy of the Major Violation Report dated _____ and I waive my right to a twenty-four (24) hour notice of my hearing.

Youth Signature Client ID # Date

Conduct Code Officer Signature / Date

2. WAIVER OF PRESENCE AT CONDUCT CODE HEARING

I understand my right to appear before the Conduct Code Hearing Committee for a hearing of my conduct code violation report dated _____. I voluntarily choose to waive my right to appear at the hearing.

Youth Signature Client ID # Date

Conduct Code Officer Signature / Date Staff Member Witness / Date

3. SELECTION OF STAFF REPRESENTATIVE

Preferred Representative

4. WAIVER OF RIGHT TO COPY OF CODE OF CONDUCT MAJOR VIOLATION REPORT AND AGREEMENT TO PROCEED WITH HEARING

Youth Signature Client ID # Date

Conduct Code Officer Signature / Date Staff Member Witness / Date

SMI/MR Youth Major Violation Code of Conduct Report

(Must be returned to Conduct Code Officer by next business day.)

This youth has an SMI and/or MR classification and is scheduled to appear before the Youth Conduct Code Hearing Committee.

Youth's Name: _____ CLIENT ID# _____

Date of Major Violation Report: _____ Conduct Code Violation: _____

Date of Hearing: _____

Conduct Code Officer/Designee: _____

SMI/MR Representative/Advocate: _____

The following to be completed by a mental health professional:

I have reviewed the Major Violation Report and information contained in the youth's medical/assessment files. The results of my findings/recommendations are as follows:

_____ directly related to his/her mental illness or low cognitive abilities

_____ unrelated to the mental illness or low cognitive abilities

Details regarding this decision:

Signature of SMI/MR Youth Representative/Advocate

Date

October 1, 2009

CODE OF CONDUCT DUE PROCESS HEARING RIGHTS

- ◆ A youth has the right to receive a copy of the Major Violation Report before the end of the reporting employee's shift, but no later than 24 hours from the time of the violation.
- ◆ A youth has the right to receive notice [Attachment B.5.1 (c)] of the time and date of the hearing at least 24 hours before the hearing.
 - The notice will cite the youth's name, the major violation, the date of the violation, the date and time it is posted, and the date and time of the conduct hearing.
 - The youth's rights relating to the hearing process shall be posted with the notice.
 - If the hearing is held less than twenty-four (24) hours from the time of the notice, Waiver #1 [Attachment B.5.1 (d)] must be signed by the youth. If the youth does not sign the waiver, the hearing must be rescheduled.
- ◆ A youth has the right to be present at the hearing unless he waives this right by signing Waiver #2 [Attachment B.5.1 (d)] or by exhibiting disruptive behavior.
- ◆ A youth has the right to request a staff member to represent him during the Conduct Code hearing. If his specified representative is not reasonably available, another staff member shall be appointed to represent him.
- ◆ A youth has the right to request that witnesses (another youth or staff) be compelled to attend the hearing and provide testimony on his behalf.
- ◆ A youth has the right to receive a copy of the decision at the conclusion of the hearing.
- ◆ A youth has the right to appeal the decision to the Facility Director and to receive a copy of that decision.
- ◆ A youth has the right to have the Deputy Assistant Secretary for Facilities review the Director's decision and to receive a copy of that decision.

NOTICE OF RESTITUTION

Incident Date: _____ Living Area: _____

Youth's Name: _____ CLIENT ID #: _____

Major Violation: _____ Code No.: _____

=====

You have been charged and found guilty of a Major Code of Conduct Violation in which you damaged or destroyed property, escaped or attempted to escape from the custody of the facility, caused or attempted to cause injury to yourself or another person. You are being ordered to pay restitution for the cost of the damaged or destroyed property, escape or attempted escape, or injury caused to yourself or others, as a result of your being found guilty. If you choose to appeal, the restitution will be withdrawn from your youth banking account and placed in a "set aside" account pending final disposition of the appeals process. If you do not have sufficient funds in your youth banking account, your account will be frozen until the amount of the restitution is satisfied.

=====

☐ Amount of Restitution: _____

☐ Restitution to be Assessed: _____

☐ Amount Assessed: _____

Description of item, etc. to be assessed: _____

☐ You waived your appearance at the Code of Conduct Committee hearing of _____.
You have been assessed the above restitution.

Code of Conduct Committee Chairman: _____ / _____
Date

Member: _____ Date: _____

Member: _____ Date: _____

Youth's Signature Date

Witness (Representative/Advocate) Date

Original: Case Record
Copy: Business Office
Code of Conduct Office

October 1, 2009



SPECIAL NEEDS YOUTH

Mental Health:

Staff must ensure that youth diagnosed with special needs, such as mental illness or mental disabilities are able to navigate through the stages of the program to the best of their abilities, without being penalized for their disabilities. Mental Illness is one of the most common disabling conditions among incarcerated youth. In the application of LAMOD, particularly as it relates to discipline and/or behavior management, staff must make reasonable accommodations to help the youth succeed. This is supported and required by the American with Disabilities Act. Treatment staff should be actively involved in identifying what accommodations or exceptions might be made.

The focus of this program is to ensure that as youth progress through the stages they have developed skills that will assist them when they return to their communities. At juvenile justice facilities, these youth will most often be identified directly by mental health staff and appear on an “SMI” list. It is important that treatment staff/social service staff collaborate with other staff that are knowledgeable of the youth’s special needs. Mental Health Assessment and treatment information is shared with you as part of a multi-disciplinary treatment team and is confidential and should be treated as such. Remember, you are receiving this information to help you better understand why a youth is reacting in a manner that may be more disruptive than usual.

Information about any youth’s special needs, and accommodations to address them is included in the Behavior/Accommodations Binder (BAB) which is to remain locked up at all times to prevent other youth from reading confidential information, yet is made accessible to direct care staff. All unit management staff shall review the BAB on a daily basis and are responsible for a working knowledge of what is contained in the binder. Juvenile Justice Specialist shall document their review of it in the log book, and the social services staff will document their review in the Daily Observation Binder. Reading this information on a daily basis will allow all staff to determine the appropriate course of action to accommodate a youth’s needs.

In addressing the needs of these youth, it is essential to the youth’s success in the system that staff actively and specifically establish what might be an

acceptable accommodation to help achieve a goal (e.g. advancement to the next stage or attainment of privileges). Every mentally disabled youth and many SMI youth have accommodation plans that staff will follow to ensure their success (see page 72 for list of possible accommodations). Treatment staff can accomplish this by identifying specific, individualized goals within each level of the system for youth who need added assistance. Steps to achieve the goal and/or obtain stage completion should be clearly designated and offer the youth opportunities to succeed, provided he has completed the task within his capabilities.

Developmental or Other Disabilities:

Nearly fifty (50%) percent of the youth who enter the juvenile justice system have been identified as exceptional students by the local school systems. Many of these youth have experienced significant academic and/or behavioral difficulties in the regular school systems that have significantly impacted their educational progress. A multidisciplinary team (pupil appraisal) in the local school system conducts individual evaluations on students who are suspected of having a disability. If a student is identified as having a disability according to state guidelines, the student is eligible to receive special education services. An Individualized Education Plan (IEP) is developed and services are provided in the school setting. Special School District provides pupil appraisal services and special education teachers at our three secure care facilities.

A youth may have a diagnosed impairment in cognitive and/or learning skills, communication, behavior, emotional well-being, and/or motor skills. The most common disabilities of youth who enter the juvenile justice system include: Emotional Disturbance, Specific Learning Disability, Mental Disability (mild), Other Health Impairments (significant Attention Deficit Disorder/Attention Deficit Hyperactive Disorder), or Traumatic Brain Injury.

In order to ensure that all youth understand LAMOD, it will be necessary for all level of staff to provide accommodations/modifications, especially for youth who have been identified as having a disability. This includes: youth who are receiving special education services in the school setting and have accommodations / modifications listed on their IEPs; youth who have been identified as 504 students and have a 504 plan where accommodations/modifications are listed; and youth who have been identified SMI by the contracted mental health provider, and have special needs that require specific treatment indicated on their Individualized Intervention Plan (IIP).

A list of common accommodations/modifications, found to be effective with youth, is included for your review and consideration. This list is not exhaustive. Special

School District will be able to provide a list of accommodations/modifications that are needed in the school setting. Additionally, the School Building Level Committee Chairperson (SBLC) will be able to provide a list of 504 students with their accommodations / modifications.

Suggested Accommodations:

- Provide special seating (near you or in front of the room).
- Alter physical environment (adjust lighting, remove over-stimulating items).
- Provide individualized or small group sessions/meetings.
- Assign a peer/buddy to help the youth for a period of time that is appropriate.
- Reduce or minimize distractions.
- Stand near the youth when giving direction, corrections, and instructions.
- Vary the length of the task and limit the steps in each task.
- Break tasks and procedures into sequential steps.
- Use strategies for mastery and over learning (practice makes perfect).
- Teach concrete concepts before teaching abstract concepts.
- Limit the number of concepts introduced at any one time.
- Utilize oral responses instead of written responses.
- Read material to youth.
- Provide practice activities.
- Use verbal and visual cues to reinforce rules and concepts.
- Alter format of materials on page (font, highlight, spacing, color code).
- Model directions.
- Increase the amount of time allowed for completing a task.
- Provide transition time when moving from one activity to the next.
- Reinforce appropriate behavior both orally and with incentives.
- Establish procedure and routines to assist youth in completing activities.
- Conduct problem-solving sessions with focus on specific issues.
- Use a structured individualized behavior management plan.
- Increase immediacy of rewards or consequences.
- Ignore minor inappropriate behavior.
- Praise compliant behavior.
- Post rules in conspicuous place.
- Have very few rules and make certain the rules are common rules throughout the program and reinforce consistently.
- Provide immediate feedback.
- Acknowledge good behavior of nearby youth.
- Prompt appropriate social behavior either verbally or with private signals.
- Avoid placing youth in a competitive setting/activity.
- Assign special place for the youth to organize thoughts, things, and materials.

FINAL THOUGHTS

We believe that all youth are capable of growth. While some have committed serious crimes, each has the potential to become all he or she is capable of being with guidance, support, direction, and concern from care givers.

LAMOD serves as the foundation for staff to provide direction and leadership to youth placed in our care within specific situations. The goal is to allow youth to take these skills and develop their own positive peer culture. Your job will be to provide the leadership they need throughout the group phases of development.

You have an opportunity to acquire and use a set of skills that will certainly make your job more effective. In addition, you may use all the skills and techniques you learn in LAMOD throughout your life.

Remember that children are our greatest resource and they represent our future.

You may be the one individual who may reach youth in ways no one else has before, to make a dramatic and significant positive change in their young lives.

That is our challenge...that is our hope...this is our mission.

APPENDIX A

CORE ISSUES

Type	Core Issue	Self Image	Image of Other	Origin	Thought
Deficiency	Neediness	Small, empty, in need, falling	Enticing, rejecting, unavailable	Lack of nurturing, not taken care of, lack of support (holding)	No one loves me or cares for me. I am unlovable.
	Abandonment	Small, in need	Abandoning, disappearing	Abandonment, withdrawal, inconsistency, loss	I can lose those I love at any minute.
	Insecurity	Inadequate, uninteresting to other	Desirable, rejecting	Lack of liking, being seen, support; performance pressure, criticism, ridicule, rejection, exclusion	No one sees me or likes me. I am not interesting or desirable.
Deficiency /Harm	Shame/guilt	Bad, shameful, Guilty, worthless	Critical, shaming	Criticism, ridicule, not being seen, performance pressure, internalized shame	I am bad (worthless, guilty, etc.).
Harm	Domination	Powerless, small	Powerful, responsible, controlling, valuable	Domination, violation, deception	Others are in charge of my life.
	Exploitation	Extension of other	Valuable, the one who counts	Exploitation, manipulation, using the child, prideful investment in child	I exist to serve others or make them happy.
	Violation/ Engulfment	Powerless, small	Violating, engulfing	Sexual abuse, force feeding, forced Nurturing, enemas, engulfment, smothering	I can be violated/engulfed at any moment, and I can't protect myself.
	Attack	Small, weak, vulnerable	Large, angry, violent	Anger, violence, lack of protection, witnessing attack	I am in danger of being attacked.
	Betrayal	Trusting, open	Trustworthy, then harming, withdrawal	Betrayal, deception, inconsistency, using information against child	You can't trust anyone.
	Self-doubt	Confused, not knowing	Knowing the truth	Deception, criticism, ridicule	I can't trust my feelings or perceptions.
Other	Powerlessness	Helpless, Hopeless	Overwhelming, impossible situation	Effort led to failure, shaped helplessness, parents unresponsive to child's assertion	I can't get/to do what I want.

Type	Core Issue	Self Image	Image of Other	Origin	Thought
	Fragmentation	Falling apart, disappearing, overwhelmed	Absent; chaotic, unstable situation	Not being taken care of , support; chaos, instability in family, internalized anxiety.	My world is no stable or secure. If could fly apart.
	Obligation	Caretaking to blame, responsible	Inadequate, in need	Child blamed for parent's problems, expected to care for others. Loyalty to insecure parent. Parents/siblings in need.	I am responsible for others' well-being. My worth comes from caring for others.
	Conditional Value (shaped)	Being X, insecure	Approving of X	The only love the child receives is for being X, often punished for not being X	I am only valuable when I am X.
	Prohibition	Being Y	Shaming or dangerous	Punishment or negative consequences for being Y	I am bad if I do X. It is dangerous do Y.
	Fear of power	Powerful, large, harmful, too much	Weak, frightened, insecure	Parents collapsed or used guilt when child was powerful, child harmed others	I am a danger to others

X is commonly dependent, complaint, weak, caretaking, charming, idealizing

Y is commonly needy, aggressive, vulnerable

APPENDIX B

LAMOD Forms and Templates

YOUTH STAGE PETITION

All group members who have met their current stage requirements are eligible to petition for stage advancement. The group will review a youth's petition in group meeting and will decide if the youth can go before the team for review of his petition during the team meeting. Youth wishing to advance will answer the following questions. This form will be discussed with the youth's mentor before presenting it to the group and will be signed by the group leader before it is brought to the team meeting for a vote.

Name: _____ Client ID#: _____ Date: _____

Mentor: _____

Case Manager: _____

Stage you are petitioning for: _____

1. What have you achieved at your present stage?

2. What have you learned through these experiences?

3a. What problem areas do you feel you need to deal with as you move to the next stage?

3b. If you did not meet the expectations for this stage, specifically, what will you need to do in working to change?

Youth _____	Mentor _____
(Signature)	(Signature)
Date	(Date)

Case Manager _____
(Signature)
(Date)

Youth Group Vote	Granted _____	Denied _____	Date _____
------------------	---------------	--------------	------------

Staff Team Vote	Granted _____	Denied _____	Date _____
-----------------	---------------	--------------	------------

Senior Team Vote	Granted _____	Denied _____	Date _____ (only if Staff Team cannot agree)
------------------	---------------	--------------	--

Reasons Youth Group and Group Leader Agreed With Advancement: _____

Reasons for Denial:

**Office of Juvenile Justice
Team Meeting
Stage Consideration Worksheet**

Youth: _____ Client ID # _____ Review Date: _____
Current Stage: _____ Accommodations: yes ☐ no ☐

Requirements to advance checklist	Yes	No

Present at Stage Review Meeting:

Documentation (Check all that apply)

Name/Title	Approve	Deny	Date	
				Unit Log/Observation Binder <input type="checkbox"/>
				Staff Input Forms <input type="checkbox"/>
				Incident Reports <input type="checkbox"/>
				Code of Conduct Violations <input type="checkbox"/>
				Team Meeting Minutes <input type="checkbox"/>
				Education Evaluations <input type="checkbox"/>
				Stage Petition Form <input type="checkbox"/>
				Other (Specify): _____ <input type="checkbox"/> _____ _____

Please circle which stage youth is advancing to or remaining on or reducing to:

2. Emerging/Self Awareness

3. Adaptation/Applying Skills

4. Transformation/Role Model and Leadership

80

Group Meeting Template

GROUP MEETING OVERVIEW

Group Meeting Summary

Group meetings are a key part of LAMOD. During the meeting, youth and staff come together to discuss issues that are important to the group and will help the youth to make better decisions in the future. Group meetings should be the place where youth are comfortable sharing feelings and ideas that they would not usually express. Group meetings must: (1) be well-planned; (2) deal with topics of interest to the youth; and (3) be led by a person that helps everyone to participate. Group meetings should take place at least six times per week and should be held at the same time in a comfortable space. Overall, the group meeting is a very important part in helping our youth to succeed once they return to the community.

Purpose

- To provide a safe space for youth to discuss issues that affect their lives.
- To address the therapeutic goals of the group process through sharing and support.
- To improve trust and bonding within the group.

Staff Responsibilities

All staff has a role during the group meeting. Each meeting will have a *group meeting leader* who will lead the pre-meeting planning, the meeting itself, and the post-meeting follow-up. All staff has a responsibility to know the meeting topic and support the group meeting goals. Usually the group meeting leader will be the Group Leader; however, any staff member can run a group meeting. All staff share responsibility to make sure they can be as successful as possible.

Group Meeting Leader Responsibilities

- Promote a positive, open, and supportive environment for the meeting.
- Use eyes-on, ears-on supervision.
- Ensure the group's personal and emotional safety at all times.
- Make sure the subject for the meeting always reflects three qualities: a clear therapeutic goal, strong preparation, and strong staff understanding of the material.
- Be aware of youth's energy levels, attitudes and body language.
- Ask open-ended questions.
- Engage as many youth as possible in the discussions.
- Keep youth interested and engaged in the topic. (If you have to go off-topic to keep them engaged, that is okay.)

Juvenile Justice Specialists/Other Staff Responsibilities

- Promote a positive, open, and supportive environment for the meeting.
- Use eyes-on, ears-on supervision.
- Ensure the group's personal and emotional safety at all times.
- Participate as directed by the group meeting leader.
- Be aware of youth's energy levels, attitudes and body language.
- Ask open-ended questions.
- Use active listening skills.

Group Meeting Expectations (Youth and Staff)

Youth behavioral expectations

Each dorm should introduce the following list of expectations for group meetings in order to promote a safe, therapeutic environment. Furthermore, the Group Leader should write these expectations on a poster to be posted in the group meeting room. Before the start of every group meeting, the group will review these expectations. The expectations for group meeting are:

- Be helpful, not hurtful.
- Use “I” statements.
- Speak one-at-a-time, listen all-the-time.
- What is said in group meeting stays in group meeting.
- Refrain from feedback on feedback.
- Everyone must pay attention. No sleeping or scribbling.
- Staff will provide the materials needed for the meeting. No books, magazines, papers, markers, and other items are allowed in group.

Process expectations

The following expectations are important to maintaining the structure and focus of the group meetings:

- The group meeting room (or area) will be a ‘special place’ that is free from environmental distractions—including phones calls, television, radio—where privacy, confidentiality, and safety can be established and maintained.
- The meeting will last at least 45 minutes (and preferably last around 60 minutes).
- The group will meet in a circle where all youth and staff can see each other.
- Group meetings will not be interrupted by any outside disturbances or responsibilities.
- Staff members outside of the dorm should not attend group meetings without prior approval from the dorm staff and youth.
- Group meetings should take place in the evenings.
- Staff will give assignments for group meeting ahead of time, and give a specific date by which the assignment should be completed.
- All assignments should be completed before the group meeting, unless instructed to complete an assignment in group by the group facilitator. Quiet time, free time, and mentor time can be used to complete assignments outside of group time.
- If group members are given an assignment, they must try to complete all assignments in the time allowed. The information should be completed to the best of youth’s ability.

STEPS FOR A SUCCESSFUL... **GROUP MEETING**

Pre-Group Meeting

Each week, the staff team will take time during the team meeting to discuss the group meetings for the upcoming week. It is critical that group meeting topics are known to all staff ahead of time.

During the team meeting, staff should:

- ☐ Determine the group meeting topics for the next week.
- ☐ Discuss how staff will make the meetings engaging for youth, and what assignments youth may need to complete before the meeting.
- ☐ Develop a short list of open-ended questions staff will ask youth during the meeting.
- ☐ Determine staff responsibilities for the group meetings (i.e. who will run the meetings, who will ask questions, etc.).

The Group Leader should come to the meeting with a general plan for the following week. Initially, the Group Leader (in consultation with others) may simply share the schedule of activities for the upcoming week. Over time, they may give more of these responsibilities to the team.

While the topics of the group meetings will vary greatly from week to week, there are several things that should happen for each group meeting:

- ☐ The group meeting leader should assemble all the required materials before the meeting.
- ☐ The group meeting leader should be very comfortable with the material and should know ahead of time what types of questions they will ask.
- ☐ The group meeting leader should provide any assignments for youth in advance of the meeting.
- ☐ Staff should ensure that youth complete group meeting assignments prior to the meeting.
- ☐ Just before the group meeting starts, a staff person should place a “Do Not Disturb” sign outside the dorm.

Group Meeting

There are five key parts of the group meeting: (1) the expectations review and check-in, (2) the opening, (3) the topic discussion, (4) the closing, and (5) post-meeting quiet time. Below are descriptions of what the group meeting leader will do during each part of the group meeting.

(1) Checking-in

The first part of the group meeting is the check-in. Checking-in provides all youth the opportunity to say how they are feeling at that time and gets them ready to participate in the rest of the meeting.

- ☐ All staff and youth sit in a circle.
- ☐ Group meeting leader should ask all the youth a ‘check-in’ question and have youth state how they are doing. Examples of check-in questions include:
 - How are you all feeling today?
 - How would you describe how you are feeling today based on an animal (i.e. ‘I feel like a lion because....’)
 - Say how you are feeling today in three words or less.
 - State how you are feeling today using only words that start with the letter ‘D’.
- ☐ During this time, youth should share any major concerns or accomplishments.
- ☐ All the youth and staff should check-in, though the check-in should only last a few minutes.

(2) Expectations/Opening

The purpose of the ‘opening’ is to help prepare the youth for the meeting.

- ☐ After the check-in, the Group Leader (or other staff person) will ask the youth to briefly review the five core expectations for the group meeting (as posted in the group meeting room).
- ☐ The group meeting leader should then lead off with a brief statement of the topic for the day and a description of what the group will do.
- ☐ The opening may be creative, including a song, poem, short story, video, or various forms of relaxation exercises to help youth get in the right frame of mind for the meeting.
- ☐ In more developed groups, youth can participate in group meeting openings (reading a poem, introducing a song, etc.).
- ☐ The opening should be short and not take longer than 2-3 minutes.

(3) Topic Discussion

The meeting can be about many different subjects, though it should always reflect three qualities: a clear treatment goal, strong preparation, and strong staff understanding of the material. Most importantly, the topic should be interesting and engaging for the youth.

- ☐ The group meeting leader should ask open-ended questions throughout the session.
- ☐ The group meeting leader should also involve as many youth as possible (though youth will have different abilities based on their developmental levels.)
- ☐ The group meeting leader will maintain a respectful, therapeutic environment in which youth feel comfortable sharing details of their personal lives.
- ☐ The group meeting leader should make sure that all youth and staff are following the expectations for the meeting (use of “I” statements, no harm, etc.).
- ☐ While the group meeting leader tracks the ‘content’ of the discussion, other staff should be observing the ‘process’ and group dynamics—including the participation and interest levels, what support may be needed, etc—and assisting the leader where necessary.

(4) Closing

The group meeting leader will lead the closing at the end of the topic discussion.

- ☐ The group meeting leader should clearly review:
 - the topic of the meeting;
 - the challenges that the topics presented to the group;
 - the lessons that the group learned; and
 - and how youth can use the lessons in daily life.
- ☐ The group meeting leader may want to have youth participate in the closing, as appropriate.

(5) Post-meeting Quiet Time

Immediately after the closing, youth and staff should be provided quiet time to write in their journals and reflect on the group meeting. This may help youth feel more closure regarding the meeting and gives staff an opportunity to communicate through written Staff Logs the outcomes and focus areas resulting from the group meeting for on coming staff.

Post-Group Meeting Work

- ☐ At the weekly team meeting, staff should discuss what went well and what could have gone better at group meetings.
- ☐ All staff should talk about lessons learned from the group meeting when working with youth in other settings (other group meetings, activities, etc.).
- ☐ Mentors should talk about lessons learned from the group meeting when working with youth in other settings (weekly mentoring meetings, etc.).

LAMOD WEEKLY GROUP ASSESSMENT FORM

YOUTH: _____

HOUSING UNIT: _____

MONDAY: _____

FACILITATOR(S): _____

GROUP: _____

TOPIC: _____

Level of Participation in this Session			Interaction With Facilitator(s)		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

Interaction(s) With Group Members			Awareness or Insight Into Situation		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

TUESDAY: _____

FACILITATOR(S): _____

GROUP: _____

TOPIC: _____

Level of Participation in this Session			Interaction With Facilitator(s)		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

Interaction(s) With Group Members			Awareness or Insight Into Situation		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

WEDNESDAY: _____
 GROUP: _____

FACILITATOR(S): _____
 TOPIC: _____

Level of Participation in this Session			Interaction With Facilitator(s)		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

Interaction(s) With Group Members			Awareness or Insight Into Situation		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

THURSDAY: _____
 GROUP: _____

FACILITATOR(S): _____
 TOPIC: _____

Level of Participation in this Session			Interaction With Facilitator(s)		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

Interaction(s) With Group Members			Awareness or Insight Into Situation		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

FACILITATOR(S): _____
TOPIC: _____

Level of Participation in this Session			Interaction With Facilitator(s)		
	Stayed on Subject/Topic of Conversation		Generally Positive		Joking
	Provided others with useful feedback		Supportive		Listens
	Active Participation/Constructive Comments		Indifferent		Argues
	Seemed to Listen but Little Participation		Hostile		Sarcastic
	Seemed to Listen but No Participation		Makes Fun of Others		Other
	Inattentive/Seemed Disinterested		Explain Other:		
	Completion of Assignments		Disruptive, Silly, Inappropriate, Hostile, Changing Subject		
	Other (Explain):				

Interaction(s) With Group Members		Awareness or Insight Into Situation	
	Stayed on Subject/Topic of Conversation		Joking
	Provided others with useful feedback		Listens
	Active Participation/Constructive Comments		Argues
	Seemed to Listen but Little Participation		Sarcastic
	Seemed to Listen but No Participation		Other
	Inattentive/Seemed Disinterested	Explain Other:	
	Completion of Assignments	Disruptive, Silly, Inappropriate, Hostile, Changing Subject	
	Other (Explain):		

OTHER COMMENTS/ASSESSMENT

[illegible]

Youth Daily Activity Sheet
Week of _____

Youth Name _____

Dorm _____

Time	Activities	Comments	Sun	Mon	Tues	Wed	Thur	Fri	Sat
	DATE								
5:30am-7:50am	Wake-Up								
	Morning Hygiene								
	Morning Chore(s)								
	Breakfast								
	Morning Check-In/Processing								
	Other AM Activity(ies) Explain: _____								
8:00am-11:50am	School (AM)								
11:50am-12:50pm	Mid-day Check-In								
	Processing								
	Lunch								
	Other Mid-day Activity(ies) Explain: _____								
12:50pm-2:50pm	School(PM)								
2:50pm-6:40pm	Evening Check-In, Mail, Processing								
	Individual Counseling								
	Recreation/Dinner/Showers/Chore(s)								
	Group/Journaling								
	Other Evening Activity(ies) Explain: _____								
6:40pm-9:30pm Daily 11:00pm Weekends	Individual Counseling/Religious Activities								
	Quiet Games,/Processing/Reading, etc.								
	Bedtime								
	Other Late Evening Activity(ies) Explain: _____								

Key – X Successful 0 – Not Successful Note: All violations, Sunday wrap-up and challenge course activities are to be reported under **Other Activity(ies)** i.e. pill call, library, letter writing, movie night, affirmations and etc. **Always** provide comments on unsuccessful behaviors.

Additional Comments _____

Team Meetings Template

Overview

One of the key components of the LAMOD process is the team meeting. Each week dorm staff will come together to discuss the progress of the group, to problem-solve various dorm issues, and to plan for the upcoming week. While the Group Leader will lead and facilitate the discussion, all staff members that come into contact with the youth on a regular basis will be expected to attend and participate.

Attendees for the meeting should include: Group Leader, Juvenile Justice Specialist, Teacher(s), Mental Health Treatment Staff, LAMOD Coordinator, Director (Discretionary), Deputy Director (Discretionary), and the Service Coordinator (Desired).

Purpose

Every team meeting should meet the following goals:

- In-depth information sharing among various staff.
- Progress reviews for each individual youth and for the group
- Made decisions on individual youth stage advancement considerations.
- Detailed discussion and problem-solving around dorm issues and concerns.
- Support and development for staff around moments of conflict and best practices.
- Comprehensive planning for the upcoming week.

Staff Responsibilities

Group Leader

- Communicate information about the meeting time, place, etc. to all relevant staff in advance.
- Organize and facilitate the team meeting.
- Promote a positive and supportive team environment for the meeting.
- Guide the team to delve deeply into the issues confronting the group and individual youth.
- Guide the problem-solving process, helping the group determine specific strategies that they will use to best support youth and each other in the LAMOD process.
- Consistently ask for specific descriptions of situations from staff and ask follow-up questions in a positive manner ('What do you mean the group is doing 'good'? or 'What specific behaviors have you observed that show the youth is not achieving his treatment goals?').
- Incorporate real-life experiences into development opportunities for the meeting.
- Appoint a staff member to take notes for the meeting and ensure that they are distributed after the meeting.
- Provide feedback as to why they are recommending any youth for stage advancement.

Juvenile Justice Staff

- Help promote a positive and supportive team environment for the meeting.
- Share observations of dorm/individual youth highlights and concerns.
- Offer advice and support to other staff.
- Participate in development opportunities during the meeting.
- Provide feedback about why they agree or disagree with the Group Leader's recommendation for advancement.

Other staff

- Help promote a positive and supportive team environment for the meeting.
- Share observations of dorm/individual youth highlights and concerns.

- Offer advice and support to other staff.
- Participate in development opportunities during the meeting.
- Provide feedback concerning the reason they may vote to grant or deny a youth a stage advancement.

Expectations and Norms

- All dorm staff—except for night shift staff—should attend the team meeting every week. Night shift staff should attend a team meeting at least once per quarter.
- The meeting should take place at the same time every week (preferably early in the week).
- Meetings will last approximately two hours.

Pre-Team Meeting Work

All staff has a responsibility to prepare for the team meeting in order to ensure a lively discussion that both stimulates questions and addresses concerns. In order to prepare, different staff have different responsibilities.

The Group Leader will:

- Complete the Group Leader Team Meeting Preparation Form.
- Review the Unit Log Book to familiarize themselves with unit events from the previous week.
- Brainstorm two or three issues that may need to be addressed during the meeting and how they will be handled
- Identify one or two incidents that occurred in the past week that can be used as ‘teaching moments’ to examine specific strategies to deal with youth that worked well in the past week, and strategies that could be used in the future to better serve youth.
- Develop an agenda for the week’s meeting.
- Bring any Youth Stage Petition Forms to the meeting that are being considered as well as the Team Meeting Stage Consideration Worksheet to be completed at the meeting.

The Juvenile Justice Specialist and Assistant Group Leaders will:

- Complete the Staff Input and Assessment Form and give to Group leader in advance of the meeting.
- Prepare to speak about specific strengths, issues, and events concerning youth for whom they serve as mentors, and provide feedback concerning stage advancement considerations.
- Prepare to speak about specific strengths, issues, and events concerning the group.

The teachers will:

- Prepare to speak about educational development of youth that they teach directly.
- Talk with other teachers to learn about educational development of youth they do not teach directly.
- Provide feedback on stage advancement considerations for individual youth.

The LAMOD Coordinator will:

- Prepare to speak about specific strengths, issues, and events concerning the group.
- Brainstorm areas of common concern in the facility’s LAMOD housing units that should be addressed.

Team Meeting Process Details

There are four major parts of the team meeting: team update, unit review, individual youth review, and planning.

Team Update

At the start of each team meeting, the group Leader will provide a brief overview of events taking place at the facility that may affect the unit. The Group Leader will also discuss upcoming events (e.g. staff development) and review any disruptions to the work schedule in the coming weeks. The Group Leader should end this section of the meeting by asking if staff have any questions or concerns they want to share regarding relevant overview topics.

Group Review

At this stage of the meeting, the Group Leader assumes the role of facilitator. The Group Leader should try to engage as many staff as possible in the discussion while ensuring that the meeting remains productive. The Group Leader begins by posing questions to staff about group dynamics (see sample questions below). After talking more generally about group dynamics, the Group Leader will ask more specific questions to staff that work the different shifts. Once more, the Group Leader should end this section of the meeting by asking if staff have any questions or concerns they want to share regarding relevant overview topics.

Sample questions:

1. Group Dynamics
 - a. How do you think the group is doing this week?
 - b. How are they functioning as a group together?
 - c. In what specific areas are they doing better? In what areas do they still need to improve?
 - d. Regarding issues that the group may be having, what are the surface issues? What may be the underlying issues?
2. School Shift (7am-3pm) Review
 - a. Is the group getting to school on time?
 - b. Are youth in the right classes?
 - c. How is the group doing at lunchtime?
3. Evening Shift (3pm-11pm) Review
 - a. Did they meet the goals of the meetings?
 - b. Were the youth involved?
 - c. How did you get them involved?
 - d. Were we prepared as staff? Have all materials?
 - e. Start on time and end on time?
 - f. Why did things go well?
 - g. What didn't things go well?
 - h. What worked, what didn't work?
4. Night Shift (11pm-7am) Review
 - a. How are things when you transition into the group? Organized?
 - b. How are youth sleeping/are youth getting up? Any issues?
 - c. How are you working with previous shift staff to transition?
5. Review staff performance (after first six months)
 - a. How is the staff working together?
 - b. Process for dealing with issues?
 - c. How is staff working with youth?
6. Staff questions or concerns regarding group?

During this discussion, the Group Leader should take the time, when necessary, to discuss more in-depth issues, questions, of best practices that arise. The Group Leader should utilize dynamic staff development strategies (e.g. role-playing) as much as possible to engage staff on such issues.

Individual Youth Progress Review

After discussing the status of the group, the Group Leader will focus conversation on the discussion of individual youth. For each youth, the Group Leader will ask the youth's mentor to give an update about how the youth is progressing. The mentor will discuss specific strengths and concerns that have arisen in the previous week, conversations they had with the youth, and assignments they gave to youth. The mentor and other staff will offer other observations about how the youth is progressing according to treatment goals and how he is participating in the group process. At this time, any youth's petition for stage advancement the Group Leader would like to consider is presented at this time. The staff team will vote to deny or advance a youth's stage and the decision will be recorded on the Team Meeting Stage Consideration Worksheet. If the Group Leader is requesting an override of this decision, this is also recorded on the sheet.

The team will review the progress of all youth in the unit with the understanding that some reviews will take more time than others especially those coming up for stage advancement consideration. Inevitably, concerns about youth will arise. When they do, Group Leaders should engage the team to think about constructive ways to handle the youth and consider specific strategies that the team can use to support the youth.

Sample questions for individual youth progress review:

1. Youth update (Mentor and others)
 - a. How is the youth progressing?
 - b. What conversations did you have with the youth this week?
 - c. Review progress on individual goals.
 - i. What's the youth's developmental level?
 - ii. What is the youth's core issues underlying his behavior and what progress is he making in regards to these issues?
 - d. Review progress on treatment plan (i.e. what is the plan to support the Youth working through his core issues?)
 - e. Do you want to highlight any strengths or concerns regarding the youth?
 - f. Discuss school attendance and participation.
 - g. Did you bring any assignments the youth completed this week?
 - h. Discuss youth's contact with his family during the past or upcoming week.
 - i. How well is the youth meeting the expectation of his current youth stage?
2. Youth group participation (Mentor and others)
 - a. How did youth behave in the group this week?
 - b. What issues/challenges did the youth have in working with/in the group?
 - c. Did the youth have any learning moments during group, and try out any new decisions or behaviors?
 - d. What are the youth's strengths or potential strengths in the group?
 - e. Did youth actively engage and participate in group meetings?
 - f. Did youth actively engage and participate in circle-ups?
 - g. Did youth lead a group meeting during the week?
 - h. Did the youth share anything that the team should be aware of?
 - i. How did the youth group respond to any individual youth's petition for stage advancement?
3. Educational development (Teachers)
 - a. Discuss school attendance and participation.
 - b. Discuss youth's academic development and development.
 - c. Identify specific strengths and areas of concern regarding the educational development of youth.

- d. Discuss youth's output (papers, assignments, etc.).
 - e. Discuss youth's behavior in class.
4. Individual counseling update (Assistant Group Leaders)
 - a. Discuss youth's progress in individual counseling sessions (sharing appropriate information).
 - b. Share any observations or strategies that may be useful to support youth in the LAMOD process based on counseling sessions.
5. Release planning (Mentor and others)
 - a. Discuss youth's status with regard to release.
 - b. Discuss steps that can be taken to ensure earliest possible step-down from secure care.
6. Set goals for individual youth.

Team Development

Opportunities for development will happen throughout the team meeting. As questions arise, Group Leaders should not hesitate to set aside their agenda to address topical issues and concerns. Furthermore, Group Leaders should come to each meeting with at least two 'teaching moments' in mind that they would like to discuss with the team. 'Teaching moments' can stem from both problematic and positive incidents from the past week that a Group Leader would like to review with the team to see what they did well, what they could have done better, and how they will approach similar situations in the future. Group Leaders should seek to utilize dynamic staff development strategies (e.g. role-playing) to engage staff on such issues as much as possible.

Team Planning

At the end of the meeting, the team will focus on detailed planning for the upcoming week. The goal of the planning is to clarify the specific goals, treatment topics, and schedules for the next week. The Group Leader should come to the meeting with a strong sense of what the following week will look like. Initially, the Group Leader (in consultation with others) may simply share the schedule of activities for the upcoming week. Over time, they may delegate more of these responsibilities to the team.

The key tasks of the planning process includes:

1. Setting goals for the group for the upcoming week.
2. Setting treatment topics for group meetings.
3. Setting work schedule for staff.
4. Identifying youth and/or staff that deserve commendation (student of the month, youth of the month, etc.).

Post-Team Meeting Work

- The Group Leader should distribute minutes of the meeting to all unit staff—making sure that night staff who did not attend the meeting receive copies.
- The Group Leader should refer to discussions held during the team meetings during the course of the week.
- Juvenile Justice Specialist staff should attempt to employ the LAMOD strategies highlighted during the team meeting from the previous week as often as possible.

Group Leader Team Meeting Preparation Form

Group Leader Team Meeting Form is used by the Group Leader in order to establish the specific agenda for the Team Meeting. It includes the topic, goal, objective, and outcomes, as well as planning the follow up objectives for the next meeting. This information is submitted to the Director or designee's office by 2:00 PM the day following the Team Meeting.

Facility: _____

Housing Unit: _____

Group Leader: _____

Group Meeting Date: _____

Meeting Time (am/pm)	Meeting Duration	Meeting Lead By	Staff Observing Meeting (name and job title)

MEETING TOPIC.

IF THE PLANNED TOPIC CHANGED, PLEASE LIST THE REASON FOR THE CHANGE.

IMPACT TO THE GROUP AND OUTCOMES OF THE MEETING.

FOLLOW UP PLAN LEFT FOR THE STAFF TEAM.

GENERAL STRUCTURE
(i.e. standard opening summary e.g. please list)

_____	_____
_____	_____
_____	_____
_____	_____

Group Leader Team Meeting Minutes

Group Leader or designee: _____

Date of Team Meeting: _____ Housing Unit: _____

Staff Present (sign in):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Reviewed By:

Name

Date

_____	_____
_____	_____
_____	_____
_____	_____

Group Leader Team Meeting Minutes

Page 2

Youth Upcoming Important Dates:

(birthdays, court, graduations, important visits, etc.):

Staff Upcoming Important Dates:

Upcoming Staff Training:

Partner Input (School/Contracted Health Care Provider/Other):

Group Assessment (how is the group doing as a whole):

Group Leader Team Meeting Minutes

Page 3

Individual Assessments:

(start with a couple of strengths then areas of improvement)

Youth: _____

Youth: _____

Youth: _____

Youth: _____

Youth: _____

Group Leader Team Meeting Minutes

Page 4

Youth: _____

Youth: _____

Youth: _____

Youth: _____

Youth: _____

Group Leader Team Meeting Minutes

Page 5

Stage Review:

Consider the youth up for level review

Group Treatment Goals:

Pick Three Goals & Strategies for Each Goal

Goal 1: _____

Strategy: _____

Strategy: _____

Goal 2: _____

Strategy: _____

Strategy: _____

Goal 3: _____

Strategy: _____

Strategy: _____

Group Meeting Schedule for the Week:

Group leader or designee to Complete – 5 for the Week

Group Meeting 1: _____

Group Meeting 2: _____

Group Meeting 3: _____

Group Meeting 4: _____

Group Meeting 5: _____

Group Leader Team Meeting Minutes

Page 6

Staff and Operational Issues and Proposed Solutions:
(Includes scheduling, coverage, programming)

Staff Concerns:

Group leader or designees are responsible for completing this form (You may delegate someone to take notes during the meeting). The completed form must be submitted to _____ the day following the team meeting.

Staff Input and Assessment Form is to be completed and turned in to the Group Leader by 6:00 PM prior to the day of the Team Meeting.

Staff Input and Assessment Form

Housing Unit _____

******Due Day Before Team Meeting******

Staff Name: _____ Date: _____

Housing Unit: _____

Staff Concerns/Requested Time Off: _____

Facility/Maintenance Concerns: _____

Group Assessment (*how is the group doing as a whole*): _____

Individual Assessments:

To be completed by each Juvenile Justice Specialist on the youth they mentor. Teachers, mental health/substance abuse and/or sex offender treatment providers should complete this form, and turn into the Group Leader if they are unable to attend the weekly team meeting. This weekly synopsis outlines positive progress made, goals achieved and area of improvement. The Weekly Assessment Notes are presented during the Group Leader Team Meeting. Absent members should indicate their recommendation for a youth who may be petitioning for a stage advancement.

(Start with a couple of strengths then areas of improvement. Overview of youth's performance by stage, treatment goal accomplishments, Educational, Medical, and Mental Health concerns), and make recommendations for any youth petitioning for stage advancement).

Youth: _____

Youth: _____

Youth: _____

Youth: _____

Youth: _____

Recommendations and Goals for Group:

Senior Team Meeting Template

SENIOR TEAM MEETING OVERVIEW

Overview

In order to ensure LAMOD success, facility leadership and staff have to be on the same page. To this end, facility management and LAMOD Group Leaders will hold a meeting every week to discuss LAMOD implementation, unit progress, conduct planning, and development activities. This Senior Team Meeting should take place at a set time on a weekly basis and attendees should include the facility director, the deputy directors, the LAMOD Coordinator, and Group Leaders from all LAMOD housing units.

Purpose

- To help facility administration monitor progress on LAMOD units.
- To help Group Leaders problem-solve unit questions and concerns.
- To promote staff development activities.

Staff responsibilities

LAMOD Coordinator

- Develop and distribute a weekly agenda with collaboration from the Director.
- Help problem-solve unit issues.
- Talk about upcoming events that will affect LAMOD units.
- Prepare questions and concerns for meeting.
- Take notes at the meeting and distribute to meeting participants afterwards.

Director

- Facilitate the meeting.
- Attend all Senior Team meetings.
- Share long-term goals for LAMOD units.
- Talk about upcoming events that will affect LAMOD units (training, events, holidays, etc.).
- Help problem-solve unit issues.
- Connect Group Leaders to staff development opportunities.
- Make final decisions on recommended LAMOD stage advancements for individual youth being considered.

Group Leaders

- Attend all Senior Team meetings.
- Communicate accomplishments and concerns to Directors.
- Help problem-solve unit issues.
- Share development needs of the unit.
- Present any Team Meeting Stage Consideration Sheets to the Director for a final decision on proposed youth stage advancements.

Trainers

- Attend all Senior Team meetings.
- Communicate accomplishments and concerns to directors.

- Help problem-solve unit issues.
- Discuss staff development for LAMOD units.

Senior Team Meeting Expectations

Behavioral expectations

- Open and honest communication.
- Everyone partners in problem-solving process.
- Everyone works to create a supportive environment.
- Everyone works to find creative solutions that are in the best interest of youth.
- Group works to reclassify, release, and reintegrate youth as often as appropriate.

Process expectations

- Meetings take place weekly at the same time.
- Everyone attends the meetings.

STEPS FOR A SUCCESSFUL... **SENIOR TEAM MEETING**

Pre- Senior Team Meeting Work

LAMOD Coordinator/Directors

- ☐ Develop an agenda to share with Group Leader and other meeting attendees at least one day in advance.
- ☐ Brainstorm relevant topics, questions, and concerns for discussion.
- ☐ Prepare questions and concerns for meeting.

Group Leaders

- ☐ Review notes from most recent team meetings.
- ☐ Prepare to talk about unresolved issues and questions.
- ☐ Bring team meeting notes and planning for upcoming week.
- ☐ Bring any Team Meeting Stage Consideration Worksheets for the Director's final decision.

Trainers

- ☐ Develop a group meeting activity that each Group Leader will use on their unit for that week.
- ☐ Prepare to talk about unresolved issues and questions.
- ☐ Create other activities for the units.

Senior Team Meeting Details

Agendas for the Senior Team meeting will vary and the meetings should be structured to address the particular needs of the facility. Nonetheless, all meetings should include time for several core tasks: a facility management update; unit reviews and problem-solving; a discussion on reclassification, release, and reintegration, and staff development.

Check-In

- ☐ The LAMOD Coordinator should begin the meeting with a brief 'check-in' to see how everyone is doing that day.

Facility Management Update

- ☐ The LAMOD Coordinator will provide a brief overview of events taking place at the facility that may affect the unit at the start of each Senior Team meeting.
- ☐ The LAMOD Coordinator will also discuss upcoming events (e.g. staff development) and review any disruptions to the work schedule in the coming weeks.
- ☐ The Directors should periodically discuss the long-term goals with regard to the facility, the housing units, the youth, and the progress of LAMOD implementation.
- ☐ The LAMOD Coordinator should end this section of the meeting by asking if staff have any questions or concerns they want to share regarding relevant overview topics.

Unit Review and Problem-Solving

The next part of the meeting should be the unit review. During this time, Group Leaders will talk about the progress of LAMOD on their units.

- ☐ Group Leaders should review team meeting minutes from the previous week and use them to guide their unit review. They should usually cover the following areas:
 - How the group is getting along, and Group Leader's most recent assessment of their level of functioning.
 - Recent accomplishments of youth and staff on the unit, and any concerns that they have about their group and/or individual youth.
 - Present any Youth Stage Consideration Worksheet at this time to the Director, and get his/her decision and signature on the form.
 - How they have recognized positive behavior of youth and staff.
 - The group should review group meeting schedules on the units for the upcoming week.
- ☐ The group should follow-up on issues and tasks assigned from previous Senior Team meetings.
- ☐ Group Leaders should share specific questions and issues that they are dealing with on their unit. The senior team should spend time problem-solving around these questions.
- ☐ The LAMOD Coordinator and the Directors—as well as other Group Leaders—should ask questions and offer support as necessary.
- ☐ The LAMOD Coordinator should also periodically ask about progress on the units to reclassify, release, and reintegrate youth as appropriate, and discuss potential upcoming youth decisions.

Staff development

The final part of the meeting will be devoted to staff development. This development can take any number of forms. Examples include:

- Scenario-based discussions
 - Role-playing
 - Reviews from LAMOD training
 - Further training on group processes
 - Discuss activities that may be used in group meetings on the units
- ☐ Facility trainers and/or LAMOD Coordinators will be expected to lead this part of the meeting. They should provide all necessary materials.
- ☐ During this part of the meeting, the LAMOD Coordinator/trainer should introduce a specific group meeting activity that each Group Leader will use on their unit for that week.

Post- Senior Team Meeting Work

- ☐ Notes taken during the meeting should be distributed to all attendees before the next meeting.
- ☐ The LAMOD Coordinator and the Directors should follow-up on outstanding issues from the meeting.

- ☐ Directors, LAMOD Coordinators, and trainers should coordinate staff development opportunities for Group Leaders.
- ☐ LAMOD Coordinator will support Group Leaders on group meeting planning and developing meeting materials.
- ☐ Group Leaders will inform their staff team, and the youth, of the Directors decision regarding a youth's petition for stage advancement and insure that the youth Stage Consideration Worksheet is filed in Clip II of the youth's hard copy master record.

Circle-Up Template

CIRCLE-UP OVERVIEW

Overview

The Circle-Up is an important part of the LAMOD problem-solving process. During a Circle-Up, the entire group—including all youth and staff—form a circle to talk openly and honestly about something that concerns the group. A Circle-Up is a spontaneous event and the process, when used on a regular basis, gives the group a safe way to have important discussions as the need arises. Anyone in the group—youth or staff—can call a circle and they may be called for various reasons: to address issues/conflict and to highlight good behavior.

Purpose

- To have open and honest communication within the group.
- To provide a healthy outlet for youth to talk about needs and concerns.
- To highlight and celebrate group successes.

Staff Responsibilities

Though staff will not always be the ones to call a Circle-Up, they will be responsible for making sure that the circle runs smoothly. The Group Leader or another staff member should facilitate the Circle-Up conversation. In high-functioning groups, youth may even run the circle.

Circle-Up Facilitator (Group Leader or other staff member)

- Promote a positive, open, and supportive environment for the meeting.
- Help facilitate the process.
- Encourage all youth to participate.
- Ask open-ended questions.
- Model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.

All Staff

- Promote a positive, open, and supportive environment for the meeting.
- Use eyes-on, ears-on supervision.
- Model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.
- Read the observation logs to learn what happened during previous circles.
- Emphasize message that what happens in the circle, stays in the circle.

Circle-Up Expectations (Youth and Staff)

Youth behavioral expectations

Each housing unit should introduce the following list of expectations for Circle-Up in order to promote a safe, therapeutic environment. (They are the same expectations as those for the group meeting). Furthermore, the Group Leader should write these expectations on a poster to be posted in the group meeting room. Before the start of every group meeting, the group will review these expectations. The expectations for group meeting are:

- Be helpful, not hurtful.

- Use “I” statements.
- Speak one-at-a-time, listen all-the-time.
- What is said in group meeting stays in group meeting.
- Refrain from feedback on feedback.

Each dorm should also have a list of the basic steps to get ready for Circle-Up posted for reference. Anytime a circle is called, the group will recite these steps. For example:

1. **Stop** what you are doing.
2. **Drop** your hands.
3. **Circle-Up** in a safe space.
4. **Participate** in the circle.

Process expectations

One major question regarding the Circle-Up is how long it should last. There is no single answer to this question: the length of a Circle-Up will vary, and how long a group spends in a circle will depend on the urgency of the event discussed. The Circle-Up Facilitator may choose to stop a circle and come back later, or end a circle after a certain amount of time, or allow the group to process the event until everyone has finished what they wanted to say.

Other key process expectations include:

- Any youth or staff member can call a circle.
- Circles should always take place in a safe space.
- Everyone must feel safe before they leave the circle.
- Youth should not be allowed to call circles on staff.

STEPS FOR A SUCCESSFUL... **CIRCLE-UP**

Pre-circle-up Work

- ☐ Staff should practice the Circle-Up process in team meetings.
- ☐ Staff should practice Circle-Ups with the youth, especially when there are new youth in the unit.

Circle-up Details

There are generally three parts of the Circle-Up process: calling a circle, opening the circle, and closing the circle.

Calling a Circle-Up

When someone calls a Circle-Up, all parties should stop what they are doing and come together in a safe area. It is important to remember that Circle-Ups may be called for various reasons (positive and negative): to address issues or conflict, to praise good behavior, or to check-in.

- ☐ The Group Leader (or other lead staff person) should determine the best place for the group to come together.
- ☐ The Circle area must be safe and allow for easy organization of the youth.
- ☐ Staff must make sure that the circle is safe. For example, if the circle was called because of a conflict between one or more youth, re-organizing the circle to safeguard against the potential for problematic behavior may be necessary. Staff may choose to move youth to different spots in the circle to prevent potential problems.

Running the Circle

At the start of the Circle-Up, a youth or staff person should state the group's expectations and—"be respectful, use 'I' messages, speak one at a time, etc." Youth and staff may have to be reminded of the expectations during the general conversation as well.

After reviewing expectations, the group member who called the circle tells the rest of the group why they called a circle. For example:

- "We finally finished cleaning the unit, but I called this circle to find out what we could have done different that could have cut down on some of the chaos."
- "I called this circle because I just wanted to point out that I witnessed Dante and Steven work through a conflict over by the bookshelf, and I was impressed that they were able to address their issue in a healthy way."
- "I called this circle because John said something to Rob that was hurtful, and I thought it needed to be addressed."

After the reason for the circle is clear to the group, anyone in the circle has the chance to speak on the subject. The goal of the Circle-Up process is to address the question at hand, and come to an acceptable resolution. All youth should have the opportunity to speak in turn, though youth (and staff) should speak one-at-a-time. For discussions of issues or concerns, people should not try to 'blame' other group members. Instead, the discussion should be about problem-solving and how to do better the next time. It may take time for everyone to come to agreement on the topic of discussion.

During the circle, it will be important for the Circle-Up Facilitator:

- ☐ To help direct and facilitate the process.
- ☐ To ask open-ended questions, and help move the group process to find its way to the resolution.

- ☐ To model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- ☐ To make sure that the process stays positive and focused on problem-solving.

Closing the Circle

The Circle-Up facilitator should take care to end the Circle-Up on a positive note. At the end of the circle the facilitator should:

- ☐ Restate the topic of conversation.
- ☐ Summarize what was said.
- ☐ Say the conclusion that the group agreed to.
- ☐ After staff talk, and a resolution to the problem has been agreed upon, the circle processor says "circle out."

Finally, the facilitator should talk through some next steps for the group. Examples include:

- "That was a good circle. You guys really came together to help Dante and Steven work through their issue. Is there anything else we need to discuss before we move on to our next tasks?"
- "Dante, I'm glad you brought those things to the group. We didn't realize you were feeling that way. Is there anything you need from the group or anybody in the group?"
- "Thank you for pointing out what a good job the group did on their assignments for today. I think we learned that if we work together, we can get a lot of work done. Does anyone want to add any other closing thoughts?"

Post-Circle-up Work

- ☐ The Group Leader should be certain to follow-up on any next steps that were discussed during the Circle-Up.
- ☐ The Circle-Up Facilitator (and other staff) should make sure that any individual youth's issues are relayed to the youth's mentor.
- ☐ Mentors should talk about any unresolved issues with their youth.

Check-In Template

CHECK-IN OVERVIEW

Overview

The check-in is a simple, important part of the LAMOD process that takes place several times over the course of the day. During a check-in, the staff inquires about the well-being of youth on the unit. This simple questioning process allows staff a brief glimpse into the emotional state of the youth. It will be important that staff maintain youth interest in checking-in by changing the questions they ask.

Purpose

- To monitor the emotional state of the youth and the group.
- To learn about recent events that may be affecting the youth and the group.
- To create opportunities for on-the-spot problem-solving.

Staff Responsibilities

The Group Leader or another staff member should facilitate the check-in conversation. Other staff that are present should participate in the check-in.

Check-in Facilitator (Group Leader or other staff member)

- Promote a positive, open, and supportive environment.
- Encourage all youth to participate.
- Help facilitate the process.
- Model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.

All staff

- Promote a positive, open, and supportive environment.
- Use eyes-on, ears-on supervision.
- Model the behavior you want youth to use (good listening, use of 'I' messages, etc.).
- Monitor youth behavior to be aware of energy levels, attitudes and body language.
- Make sure that any youth's issues are relayed to the youth's mentor.

Norms

Youth Behavioral Norms

- One person talks at a time while everyone listens.
- Everyone participates in the check-in.
- Be helpful, not hurtful.
- Use 'I' statements.
- Be respectful.

Check-in Procedural Norms

- Check-ins should always take place in a safe space.
- Check-ins should take place with the group together in a circle.
- Check-ins should occur during key points during the day (i.e. in the morning before school, after school, at the start of group meetings).

STEPS FOR A SUCCESSFUL...

CHECK-IN

Pre Check-in Work

- ☐ Staff should establish regular times for when check-ins take place on the unit (i.e. in the morning before school, after school, at the start of group meetings).

Check-in

The check-in will be facilitated by the Group Leader or other staff person. Checking-in will provide all youth the opportunity to say how they are feeling at that time. During the check-in, all staff and youth should assemble in a circle. The meeting starts when the Group Leader or other staff person asks all the youth a check-in question.

Examples of check-in questions include:

- How are you all feeling today?
- How would you describe how you are feeling today based on an animal (i.e. 'I feel like a lion because....') or Television/Sports personality.
- Say how you are feeling today in three words or less.
- State how you are feeling today using only words that start with the letter 'D'.

Key points:

- ☐ The youth will then take turns answering the check-in question. All youth should participate, though answers will usually be brief.
- ☐ During this time, youth should share any major concerns or accomplishments relevant to the question.
- ☐ If there are any indications that a youth is upset, staff should always ask follow-up questions to determine why the youth is upset, and how the issue should be best addressed.
- ☐ The check-in should only last a few minutes, unless issues that deserve more attention come up. In those cases, the staff may decide to talk about the issues at that time and/or address them in a later meeting (i.e. group meeting).

Post Check-in

- ☐ Staff should follow-up on any major issues raised during the check-in.
- ☐ Staff should inform specific youths' mentors about any issues that the youth are facing.

Youth Orientation Template

YOUTH ORIENTATION OVERVIEW

Overview

Whenever a new youth enters a LAMOD housing unit, it is a significant event for the entire group and staff team. It is important for the unit to prepare for the new youth, ease the transition for the new youth, and minimize disruptions to the group's level of functioning. While circumstances around the introduction of the new youth to a housing unit may vary, there are some key actions that the LAMOD team can take in order to improve outcomes for everyone involved.

Purpose

- Prepare the unit for the arrival of a new youth.
- Prepare the staff team for the arrival of a new youth.
- Ease the transition of the new youth to the unit.
- Minimize the potential disruption and distractions of new youth to the functioning of the unit.

Staff Responsibilities

The Group Leader will be responsible for most of the planning and preparation activities regarding the introduction of new youth on the housing unit.

The Group Leader will:

- ☐ Set a time to talk with the group before the new youth arrives on the unit.
- ☐ Set a time to talk with the staff before the new youth arrives on the unit.
- ☐ Assign the new youth a staff mentor.
- ☐ Assign the new youth a partner who will shadow the youth during his first two weeks on the unit.
- ☐ Review housing unit rules and norms frequently to make sure that youth/staff are on the same page.
- ☐ Provide additional support and guidance to the new youth.
- ☐ Highlight good behaviors of the new youth; discourage undesirable behaviors, and explain why they are not acceptable.

The Juvenile Justice Specialist will:

- ☐ Review housing unit rules and norms frequently and make sure that all youth are on the same page.
- ☐ Provide additional support and guidance to the new youth.
- ☐ Highlight good behaviors of the new youth; discourage undesirable behaviors, and explain why they are not acceptable.

Norms

Youth behavioral norms

- ☐ All youth will be helpful to the new youth.
- ☐ Youth will talk to new youth about rules and norms.

STEPS FOR A SUCCESSFUL... **YOUTH ORIENTATION**

Pre Youth Orientation Work

It will be very important that the Group Leader prepare staff and youth for the introduction of new youth to the housing unit. The Group Leader should meet with both the youth and the staff.

Meeting with staff

The Group Leader will lead a discussion with staff to help prepare for the new youth entering the unit. The staff team should discuss when other youth entered the unit in the past, and consider issues that may come up as the make-up of the unit changes.

Potential discussion questions include:

- When _____ (any specific youth) entered the unit, what did we do to prepare the staff and the unit?
- What did staff do in the past with new youth that worked well?
- What did staff do in the past with new youth that did not work well?
- How is the loss of _____ (youth leaving) likely to affect the unit?
- Who on the unit can be a positive influence on the new youth?
- Who might be a less positive influence?

Meeting with youth

The Group Leader should also lead a discussion with the group to help engage them in preparing for the new youth. In particular, the Group Leader should talk with the group about when they came onto the housing unit for the first time, and what they thought was helpful/hurtful, and how they can apply those experiences to helping the new youth. The discussion could easily take place during a group meeting.

Potential questions include:

- What was it like when you (the youth) came onto the unit?
- How did you feel?
- What was the most helpful to getting you accustomed to the unit?
- What help should the group give the youth?
- What would have been more helpful?
- How do you think the new youth is feeling now?
- What are the most important things we want the new youth to learn when they come on the unit?

Youth Orientation Details

As new youth arrive on housing units, they need as much support as possible to ease their transition to the unfamiliar environment of the LAMOD unit. A detailed youth orientation process will give youth the opportunity to review LAMOD policy and procedures, familiarize themselves with the language of the LAMOD process, and receive an initial overview of what will be expected of them while they stay at the LAMOD unit.

Introduction

When the new youth arrives on the housing unit, the Group Leader should take the time to introduce the new youth to the group. An icebreaker game might be a good way to let the youth learn the names of the other youth.

Overview

The Group Leader should lead an overview of the schedule, norms, and rules from the unit with all the youth. The staff should lead the discussion, but also let the other youth contribute as much as possible.

The staff should:

- ☐ Review in detail the daily schedule with the group.
- ☐ Discuss the expectations and norms for youth behavior on the unit.
- ☐ Talk about the goals and structure of the LAMOD group processes (group meetings, circle-ups, check-ins).
- ☐ Ask the youth if he has any questions.

Reaffirmation

It will be critical that the staff and the youth provide a great deal of structure and support for the new youth. Because they don't know the rules and norms, they will need constant reaffirmation of the expectations of their behavior on the unit.

The staff should:

- ☐ Set expectations for all tasks and activities (or let the other youth do so).
- ☐ Highlight the good behaviors of youth (particularly the new youth).
- ☐ Deal quickly and appropriately with unacceptable behaviors of the new youth and tell him/her the right way to do things.
- ☐ Check-in with the new youth frequently.

Post-Youth Orientation Work

Even after the new youth has started to settle into the LAMOD unit lifestyle, it will be important for the housing unit staff to continue to do a good job setting expectations, highlighting good behaviors, and dealing with unacceptable behavior appropriately.

Mentor Template

MENTOR OVERVIEW

Overview

Working as a Mentor is one of the most important responsibilities of the Juvenile Justice Specialist. Every youth in every LAMOD dorm will be assigned a Juvenile Justice Specialist person to serve as their mentor (different people use different names for this role—we will be using ‘mentor’). Mentors will spend extra time with their youth, provide support and guidance, answer questions, assist on assignments, advocate on the youth’s behalf, and much more. Having a mentor helps youth feel more supported and connected to the staff they see on a daily basis.

Purpose

- To give guidance and support to youth.
- To coach youth through the LAMOD processes.
- To build strong, positive relationships between youth and staff.

Staff Responsibilities

Juvenile Justice Specialist

- Meet with youth at least once per week for at least 20 minutes per session.
- ‘Check-in’ with youth every shift.
- Pay extra attention to youth during group activities.
- Talk regularly with youth’s teachers.
- Advocate for youth and youth’s interests, especially as they relate to youth’s reintegration and release.
- Provide a complete report on youth progress in team meetings.
- Be able to speak about all the important things that have happened to youth in past week.

Group Leader

- Match youth with appropriate staff.
- Monitor the advocate-youth relationships.
- Make changes to mentor assignments when necessary.
- Discuss youth-mentor contact during team meetings.

Advocate Norms

Process Norms

- Only Juvenile Justice Specialist from the housing unit will serve as official mentors (though it is encouraged that youth have personal contact with other staff as well).
- Juvenile Justice Specialist from all shifts can serve as mentors.
- Juvenile Justice Specialist should be expected to mentor no more than 3 youth at any time.
- Group Leaders will limit the number of times that youth switch mentors.
- Meeting between youth and mentors should take place away from the group.
- Meetings can take place at various points during the day—except during school hours.

STEPS FOR A SUCCESSFUL... **YOUTH MENTOR PROGRAM**

Pre Youth Mentor Work

Assigning youth

Group Leaders will assign staff mentors to youth. At the start, pairings will be based on staff availability. Group Leaders should try to limit the number of times that youth switch mentors.

Talking with staff about responsibilities

Before starting the mentor program, the Group Leaders and facility management should hold a meeting to review the purpose, core responsibilities, and mentor details with Juvenile Justice Specialist. They should take time to answer any questions the youth have regarding being a mentor.

Review advocate program with youth

Before starting the mentor program, the Group Leaders should hold a meeting to review the purpose, core responsibilities, and mentor details with the youth. They should take time to answer any questions the youth have regarding the mentor program. Group Leaders may want to organize a mentor 'icebreaker' where youth can start to build a relationship with their assigned staff person.

Youth Mentor Details

It will be important that all mentors fulfill at least the basic requirements of a mentor. Over time, Juvenile Justice Specialist may find themselves going well beyond these basic requirements.

Advocates will:

- ☐ Meet with youth at least once per week for at least 15 minutes per session.
- ☐ 'Check-in' with youth every shift.
- ☐ Pay extra attention to youth during group activities.
- ☐ Talk regularly with teachers and counseling staff of their assigned youth.
- ☐ Advocate for youth and youth's interests, especially as they relate to youth's reintegration and release.
- ☐ Read housing unit logs before each shift about what happened on the unit and, in particular, what happened with their assigned youth.
- ☐ Provide a complete report on youth progress in team meetings (strengths, issues, and events concerning their assigned youth; progress according to treatment plan, etc.).

Post-Youth Mentor Work

Switching mentors

It will be important to allow time for mentors and their assigned youth to develop a working relationship. However, the mentor relationships between some Juvenile Justice Specialist and their assigned youth may not progress in the way that everyone would like. In these cases, Group Leaders may need to switch the youth to new mentors. It is likely that as soon as a Group Leader starts switching youth mentors, others will want to follow. This may set a negative precedent for the dorm and should be avoided. Switches should take place as rarely as possible, and only after the youth has been with the mentor for *at least a month*.

Shadowing Program Template

Shadowing Program Overview

Overview

After completing the intensive classroom-based LAMOD training, and before starting full-time work on their assigned housing unit, new staff will have the opportunity to gain firsthand experience with LAMOD through the ‘shadowing program.’ In the shadowing program, new staff will closely observe experienced staff as they implement LAMOD processes on established LAMOD units. The experience will serve as an important transition for new staff to transfer what they have learned in LAMOD training to what they will be doing on the unit on a day-to-day basis.

Purpose

- To ease the transition of new staff from training to full-time unit work by giving them the opportunity to see how LAMOD works on established units.
- To give new staff the opportunity to ask practical questions of experienced LAMOD staff and trainers about LAMOD.
- To provide experienced staff the opportunity to serve as mentors and coaches for new LAMOD staff.

Staff Responsibilities

New LAMOD Staff

- Attend all shadowing sessions.
- Ask as many questions as possible.
- Process what they have learned in their daily journals.

LAMOD Staff & Facility Trainers

- Develop a basic training for the experienced LAMOD staff that will be shadowed, on how to serve as effective staff models for LAMOD implementation.
- Plan the shadowing program schedule and the content of daily briefing sessions.
- Meet with new LAMOD staff before and after shadowing sessions.

Experienced LAMOD Staff

- Model exemplary interaction with staff and youth.
- Talk about why you do the things you do.

Shadowing Program Norms

There are several critical components to the time that new staff spends shadowing existing staff.

- *New staff not expected to work.* New LAMOD staff that in the shadowing program will not be expected to work the unit as regular staff. Depending on the new staff member’s comfort in the unit, however, they may take a more involved role in the unit’s day-to-day activities.
- *Working with strong, experienced staff.* New staff should be paired with the strongest LAMOD staff available so that they have the best examples of what LAMOD practice should look like.
- *Meetings with trainers before/after shadowing sessions.* New staff will need assistance to process what they are experiencing on the housing units compared to what they learned about LAMOD in the training sessions. It is extremely important that new staff have the opportunity to talk through questions that they have with trainers and the LAMOD Coordinator (and other staff, if necessary).

- *Observing/identifying techniques.* New staff should spend time during their shadowing sessions looking for use of techniques that they learned during their training. Trainers may ask that new staff look for specific techniques during the course of a day.
- *Attend Team Meeting.* New staff should attend a Team Meeting to gain experience with how they work.
- *Exposure to different shifts.* Because staff may have to work different shifts during their time with OJJ, new staff should shadow different LAMOD veterans during the day, night, and morning shifts.

Pre-Shadowing Program Work

- LAMOD Coordinators (or other facility staff) match up new staff with existing staff.
- The staff who are to be shadowed should ensure that the work for the upcoming week is well-planned.
- Obtain journals for all new staff.

Shadowing Program Process

Immediately after completing the comprehensive 5-week LAMOD training program, new Juvenile Justice Specialist and Group Leaders should spend at least one week—and ideally two weeks—shadowing workers on existing LAMOD housing units.

Before each shadowing session, new staff will meet with a facility trainer and/or LAMOD Coordinator to talk about the upcoming shadowing session. During this briefing session, the group should discuss what to look for on the unit that day, and allow time for the new staff to ask questions regarding the LAMOD process.

During the shadowing session, new LAMOD staff should ‘shadow’ their experienced staff person throughout the shift. The new LAMOD staff should not feel obliged to work the shift, though they may participate in group meetings and other group processes as they feel comfortable. During this time, they should observe closely how Group Leaders and Juvenile Justice Specialist interact with each other and with the youth on the unit.

After shadowing sessions, new staff will meet with a facility trainer or director to debrief the shadowing session they just completed. During the debriefing session, the group should discuss what they saw on the unit that day, discuss any questions that new staff may have regarding LAMOD, and process any issues that may have arisen during their day. Finally, new Juvenile Justice Specialist should finish their day with some time to reflect and write in their journals about what they learned during the course of the day.

Post-Shadowing Program Work

- Upon completion of the shadowing program, new staff should fill out a questionnaire that will ask how the program was helpful and how it could have been more helpful.